

# Sacred Heart Catholic Primary School Behaviour Policy



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<b>Governors Committee Responsible</b>	Teaching and Learning Committee
<b>Governor Lead</b>	J. Moffat
<b>Status and Review Cycle</b>	Statutory Annual
<b>Next review date</b>	September 2017
<b>Headteacher signature</b>	C. Mason
<b>Chair of Governors signature</b>	K. Gaskell

## AIM AND MISSION

The aim of this Behaviour Policy is to ensure that high standards of behaviour are promoted at all times and by everyone at Sacred Heart Catholic Primary School. High standards of behaviour and good manners are always expected and will ensure that every pupil experiences the very best learning possible and achieves the very best they can.

We want to create an environment, which encourages everyone to reach their potential by nurturing self-esteem and respect for others.

We believe that each individual should be valued and treated as an integral member of our school community. Positive and caring attitudes are to be fostered in all aspects of school life, including behaviour, discipline, self-value and respect for others.

We at Sacred Heart believe that each and every person should be encouraged to respect the individual uniqueness and rights of others so that everyone can be comfortable within their school environment. We propose to do this by employing a positive attitude to pupil behaviour and developing consistency of approach to the management of behaviour by all staff and pupils.

**Our Mission Statement places this aim at the centre of all we hope to achieve.....**

*To live as a Christian family inspired by the values of Jesus.*

*To celebrate and develop every child's full potential through a rich and enjoyable learning environment.*

*To promote and encourage an effective partnership between home, school, parish and community.*

## PURPOSE

1. To develop a community in which the behaviour of all members reflect the Gospel values
2. To create the optimum conditions for learning through high standards of behaviour.
3. To help children develop a positive self-esteem.
4. To teach children to have respect for themselves, others and property.
5. To involve the whole school community, especially parents, in celebrating the success of both individual and groups of pupils.
6. To ensure a deliberate and consistent approach from all employed staff towards rewards.

## PRINCIPLES

These are the principles that underpin Sacred Heart's approach to successful behaviour management:

1. Gospel Values are the foundation of our interactions
2. Our Religious Education Programme: 'Come and See' will form the basis for teaching about relationships, faith, moral responsibility, spirituality, life choices, decisions and forgiveness and will underpin the aims of our behaviour policy
3. It is the responsibility of all staff to actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
4. All staff will be vigilant in adhering to the aims of the PREVENT Strategy and to providing a safe place for pupils to develop and learn
5. Everyone will challenge opinions and behaviours in school that are contrary to fundamental British values

6. Everyone will have a positive and consistent approach, adopting a nurturing style and modelling desired behaviour
7. A positive working partnership with parents will be encouraged
8. The school will adhere to the principles of Golden Time (see Appendix) to support the successful working of the Behaviour Policy
9. Three diamond rules, instructions for achieving the rules, rewards and consequences will be displayed throughout the buildings
10. Children are encouraged to develop self-discipline
11. Appropriate behaviour will be recognised, identified and promoted whilst inappropriate behaviour will be discouraged
12. An established and agreed system of recognition awards will support this Behaviour Policy (see Appendix)
13. Agreed, appropriate sanctions will be used when necessary (see Appendix)
14. It is the collective responsibility of all staff to uphold the expected standards of behaviour
15. A hierarchy of discipline shows how continued disregard for positive behaviours should be managed
16. It is the teacher's responsibility to implement the effective conditions for learning (planning, appropriate challenge, questioning, pace, use of resources, feedback etc) which will impact positively on general classroom behaviour
17. Social and emotional aspects of learning will be embedded across the curriculum. (SEAL project, Circle Time etc.)

**The success of Sacred Heart Catholic Primary's Behaviour System will depend upon the value placed upon it by all staff.**

## AUDIENCE

This policy is available for:

- All teaching staff
- All support staff
- Pupils
- Supply staff, visitors and trainees
- School governors
- Parents and Carers

Copies of the policy are available from the school web site and also at school from the School Office on request.

## BACKGROUND INFORMATION

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. Our Governing Body has determined and published its Statement of Principles on which this Policy is based.

In the formation of its Behaviour Policy the Staff and Governing Body must have regard to guidance issued by the Secretary of State including:

- Behaviour and Discipline in Schools, Guidance for Governing Bodies DfE 2011)
- Behaviour and Discipline in schools Advice for Headteachers and school staff February 2015
- Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies DfE Feb 2014
- Use of Reasonable Force Advice for Headteachers, School Staff and Governing Bodies DfE July 2013
- The Power to Discipline beyond the School Gate

- Exclusions from maintained schools, Academies and Pupils Referral Units in England DFE Sept 2012
- Home School Agreements – DFE Guidance July 2013
- The PREVENT strategy – July 2015

The Governing body will also wish to consider their duty under their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

## WHAT WE MEAN BY GOOD BEHAVIOUR

Children will behave well when they know clearly what is expected of them.

### At Sacred Heart we want our children to be:

- Helpful and kind to each other
- Polite, friendly and respectful
- Conscientious and hardworking

The following are examples (in no particular order of importance) of how we would wish our children to behave:-

**Care for the school environment** – picking up litter, wiping shoes before entering the building,

**Caring for each other** – at lunch times, playtimes and in class, particularly if someone is upset, lonely or hurt.

### Respecting Rules

- Co-operating with the requests of adults in school.
- Saying please and thank you when appropriate.
- Listening to and respecting other people's opinions during discussions and not interrupting
- Working to the best of your ability in class at all times
- Coming into assemblies in silence and behaving respectfully
- Behaving appropriately when not directly supervised eg in toilets
- Move around school in an orderly manner
- Respecting the properties of others
- Responding immediately to teachers' requests
- Apologising to others when you have done something wrong
- Being honest with others

## HOW WE ENCOURAGE GOOD BEHAVIOUR

### Everyone at Sacred Heart has agreed to:

- Explain and demonstrate the expected standard of behaviour
- Encourage children to be responsible
- Praise children for behaving well
- Highlight good behaviour as it occurs to as wide an audience as possible
- Reward individuals and groups for good behaviour
- Let parents know about their children's good behaviour
- Ensure that criticism is constructive
- To use behaviour charts in encouraging improvement
- Keep children motivated

## RIGHTS AND RESPONSIBILITIES

All members of our school community have rights as individuals and also have personal responsibilities to others. These have been outlined in the tables below:

	<b>Our rights</b>	<b>Our responsibilities</b>
<b>For children</b>	<ul style="list-style-type: none"> <li>To be treated with respect</li> <li>To be safe</li> <li>To learn</li> <li>To make mistakes</li> <li>To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>To behave respectfully to others</li> <li>To behave in a way which keeps self and others safe</li> <li>To attend school regularly</li> <li>To be willing to learn and always do our best</li> <li>To allow others to learn</li> <li>To own mistakes and not to keep repeating them</li> <li>To allow others to make mistakes and to forgive and move on</li> <li>To give opinions in a constructive manner</li> <li>To listen to others</li> </ul>
	<b>Our rights</b>	<b>Our responsibilities</b>
<b>For all adults in school</b>	<ul style="list-style-type: none"> <li>To be supported by peers and managers</li> <li>To be listened to</li> <li>To be safe</li> <li>To share opinions</li> <li>To be treated courteously by all others in the school community</li> <li>To be made fully aware of the schools systems/policies/expectations</li> <li>To receive appropriate training to increase skills in behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>To ask for support when needed</li> <li>To offer support to colleagues and managers</li> <li>To listen to others</li> <li>To give opinions in a constructive manner</li> <li>To model courteous behaviour</li> <li>To recognise and acknowledge positive behaviour in others</li> <li>To seek information and use lines of communication</li> <li>To support others developing their skills in promoting positive behaviour and good attendance</li> <li>To acknowledge areas of own behaviour management skills which could be developed</li> <li>To try new approaches</li> <li>To try our best at all times</li> </ul>
	<b>Our rights</b>	<b>Our responsibilities</b>
<b>For parents</b>	<ul style="list-style-type: none"> <li>To be treated with respect</li> <li>To be kept informed about their child's progress</li> <li>To be listened to</li> <li>To have access to information of the school's approach to behaviour and attendance</li> <li>To have concerns taken seriously</li> </ul>	<ul style="list-style-type: none"> <li>To behave respectfully to others</li> <li>To make sure their child attends school regularly</li> <li>To talk to their child about he/she does in school</li> <li>To talk to teachers if they have any concerns about their child's learning or well-being</li> <li>To listen to others</li> <li>To absorb information and share concerns</li> <li>To share concerns constructively</li> <li>To encourage their children to follow school rules</li> </ul>

## HOME AND SCHOOL WORKING TOGETHER

There is a collective responsibility towards all children in and around school. The responsibility of teaching behaviour is a partnership between homes - school - parish - community – peers.

The need for good behaviour permeates through all aspects of school life, from Nursery through to Year 6 and is integral to the smooth running of our school and to individual pupil wellbeing and achievement.

Good behaviour is also integral to our whole School Diamond Rules which cover classroom, playground and lunch hall.

## SCHOOL RULES

Three Diamond Rules will be prominently displayed in all classes and around school. All staff in the school will make reference to them, especially when rewarding instances of application of these rules.

### Three Diamond Rules

Follow instructions with thought and care.

Show good manners at all times.

Care for everyone and everything.



An overview of the Behaviour Policy will also be available to supply teachers (Appendix 4)

## RESPONSES TO DESIRED BEHAVIOUR

Positive recognition and response is paramount at Sacred Heart

### AT AN INDIVIDUAL LEVEL

Positive recognition is given for behaviour and for academic work

In the classroom:

- Perseverance in work
- Being ready to learn
- Following instructions and rules
- Working co-operatively with others
- Being respectful of adults and children

In the dining hall:

- For being sociable
- For good table manners
- For keeping to an appropriate noise level
- For showing respect to staff and children

On the playground:

- For playing together
- For choosing sensible games (no rough play)
- For lining up appropriately
- For negotiating disputes

Rewards may be given by the class teacher, support assistant, admin staff, mid-day supervisor or any other member of staff.

We must not underestimate the impact on self-esteem when the following small awards are given:

An approving look, a nod, a wink or a smile

Private praise

Pupils praise in front of the class or in assembly

Praise on a ratio of 5:1 – we all respond better to praise than criticism

Stickers awarded in class or from the Headteacher

Positive written comments

Red / Green cards are given out by lunchtime staff, who will recognise when pupils are achieving / not up-holding the three diamond rules.

## INCLUSION AND SEND

The application of the behaviour policy should be used sensitively and may need to be adapted appropriately for pupils with Special Educational Needs and Disabilities. All pupils are individuals and have unique personalities, qualities and abilities. Pupils with communication and/or learning difficulties will have the behaviour policy adapted in order to meet their needs. This may include: the use of clear and precise instructions, visual signs and signals, designated 'cooling off' areas. Where adaptations are made, this will be recorded on the child's individual behaviour plan.

It is the responsibility of the child's class teacher to ensure that the specific needs of any pupils with SEND are communicated to the teaching and support staff who may come into contact with them so that they are able to support the pupils in the most positive way possible.

**Class teachers should consider completing an 'initial concerns sheet where a pupils' behaviour is not responding to the behaviour policy, eg:**

- Repeated inappropriate behaviour
- Teacher has tried all positive behaviour strategies, and child's behaviour has not changed
- Child continually disrupts lessons / attention seeking / aggressive / damages property / steals
- Child's learning is adversely affected by his / her behaviour and progress is limited
- Child disrupts the learning of others

**A graduated response may be made, which will involve the SENDCo should here be no improvement made to behaviour: E.g.**

- Lack of improvement
- Targets on IEP/BIP not achieved
- All strategies failing
- Need for outside help

The hierarchy of discipline procedure provides guidance for the different stages of discipline.

## BULLYING

See Anti-Bullying Policy

## THE PASTORAL TEAM

The pastoral team at Sacred Heart comprises a Children and Families Support Worker and a Learning Mentor.

The Children and Families Support Worker and Learning Mentor will work closely with other staff and in particular the SENDCo to give support to pupils who experience difficulties with their behaviour, which may impact on the learning of themselves and others.

The Children and Families Support Worker / Learning Mentor will remove pupils from the classroom to deliver planned programmes of work, discuss progress made with pupils, and evaluate pupil progress with teaching staff, parents/carers and other professionals. Pupils who are disruptive and who have been removed from class may visit the Children and Families Worker / Learning Mentor.

The Children and Families Support Worker is responsible for ensuring behaviour logs are completed, monitored, evaluated and that any actions are followed up as appropriate. Behaviour logs will be used to identify trends and patterns in behaviour. They will show times and types of behaviours and record the number of minutes lost from Golden Time. A summary report will be produced on a monthly basis and outcomes reported to the SLT and Governing Body.

The Children and Families Support Worker / Learning Mentor may support pupils with IEPs for Behaviour and Pastoral Support Programmes.

## POSITIVE HANDLING STRATEGIES AND RESTRAINTS

The definition of restraint is the positive application of force with the intention of calming and overpowering the child. The use of restraint requires judgment and knowledge of non-harmful methods of control. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

Reasonable force will only be used as a last resort when other behavioural management strategies have failed or when pupils or staff are at risk

**Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation.**

**Types of incident where the use of force may be necessary are given as:-**

- Action due to imminent risk of injury
- Action due to imminent risk of significant damage to property
- Action where a pupil is compromising good order and discipline

**Examples of situations**

- A pupil attacks a member of staff, or another pupil;
- Pupils fighting;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;
- A pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- A pupil persistently refuses to obey an order to leave a classroom.
- A pupil is behaving in such a way that is seriously disrupting a lesson.

At Sacred Heart Catholic Primary School, all staff have a duty to keep children and adults safe and therefore all staff are deemed authorised by the Headteacher to exercise restraint. The approach will be to de-escalate situations, however in the event of restraint becoming necessary, before touching the child, the member of staff should advise the child calmly and repeatedly about what they are going to do and why. This gives the child time to change his/her behaviour in order that the restraint would become unnecessary.

The Headteacher, Management Team and Governors need to ensure that, as far as possible, preparation and planning has taken place to identify areas where physical restraint might be used. However, the school may also have to intervene in circumstances where preparation and planning have not been possible. When physical restraint takes place, the school will always endeavour to protect children and adults from physical harm, however, there may be cases in which some discomfort and/or bruising may occur, to both staff and children, as a result of the restraint taking place. If physical restraint is regularly necessary to manage the behaviour of an individual, it would be appropriate to instigate a Pastoral Support Plan (PSP) during de-briefing meetings.

## IMPLEMENTING POSITIVE HANDLING (REASONABLE FORCE)

### Reasonable Force

The term 'reasonable force' covers a broad range of actions which involve a degree of physical contact with pupils. Force is usually used either control or to restrain. This can range from guiding a pupil to safety by the arm to more serious circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. Reasonable in the circumstances means using no more force than is needed.

### Control



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**

Restrain means to hold back physically or to bring a pupil under control.

### **Who can use reasonable force?**

All members of staff have a legal power to use reasonable force. His power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils.

### **When can reasonable force 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 judgment of the staff member concerned and should always depend on the individual circumstances.

Reasonable adjustments are always made for disabled pupils and children with special educational needs.

A second adult, where possible, should be called to reduce the risk of the member of staff or child suffering bodily harm and as a witness if allegations of assault are made later by the child.

### **Reasonable force may be used 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 behavior that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

### **While intervening, the member of staff must:-**

- employ minimum physical force necessary for the minimum period needed
- Wherever possible keep talking to the child and give choices as to how they could behave in a manner that would avoid the need for restraint
- always keep his or her temper

### **Types of restraint which may be appropriate:**

- Tactics in which a young child is non-physically restrained without injury until the young child calms down e.g. talking calmly and purposefully to the child, removing other children from the vicinity, standing between pupils, blocking a pupil's path etc.
- Physical contact with a young person designed to control the young person's movements, which pose a danger (e.g. holding hands, holding by the arms against the side of the body). NB Standing by the side of the young person is likely to minimise the risk to adult and young person.
- The holding of a young person's arms or legs to prevent/restrict striking/kicking.
- The use of sufficient physical force – without causing injury – to remove a weapon/dangerous object from a young person's grasp
- Physically preventing a young person from exposing themselves to possible danger by leaving the premises.

If restraint is required for an extended period (for example, more than five minutes), a senior member of staff must monitor the situation closely with a view to safeguarding the child and the staff concerned.

### **Reporting when restraint has been used**

After the incident, it is vital that a full report is completed by all concerned in order to support the child, the members of staff involved, any other children involved and the parents. In the event of an incident when physical restraint is required, an incident form will be completed within 24 hours. If possible, all staff and children involved will undertake a de-briefing meeting with the Headteacher, or her representative, within 24 hours.

The parents/guardians or carers should meet with the Headteacher as soon after the incident as possible. If an injury has been incurred to anyone involved, the usual procedures regarding this will be followed.

Members of staff have received positive handling training. (Team Teach). Certificates are on file for reference. Training is valid for 36 months and staff receive up-dates as needed. New members of staff should receive training as soon as it is practical.

## **SCREENING AND SEARCHING PUPILS**

In the unlikely event of the need to search a child who may be in danger, or present a danger to others, the staff are authorised by the Governing Body to conduct a search of the child's clothing and property. Searches can be carried out without consent for the following 'prohibited items' using 'reasonable force':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

The following procedures should be followed:-

- explain to the pupil what is going to happen before the search, this will give the child time to give up the item
- two members of staff must be present
- the search must take place in an appropriate location so as to minimize upset
- the Headteacher or her representative must be informed within 24hrs
- parents/carers must be informed within 24 hrs.
- weapons, knives and extreme or child pornography will always be handed over to the police
- Other 'minor' confiscated items may be handed back to the child / parents / carers at the discretion of the teacher

## **THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE**

Adults employed by school have the power to discipline pupils for misbehaving outside of the school premises.

Any poor behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all of the above circumstances the staff of the school are fully supported in their actions to discipline beyond the school gate.

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The sanctions to be applied will always be in keeping with the behaviour policy.

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehavior may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow the safeguarding policy and inform the designated teacher for safeguarding as soon as possible.

## THE PREVENT STRATEGY

PREVENT is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. From July 2015 all schools have a duty to safeguard children from radicalization and extremism. The aim of the PREVENT strategy is to give pupils the skills, knowledge and understanding they need (age appropriate) to protect themselves from extremism. This may take many forms including radicalisation, formation of gang culture, extremist views etc. It is important that all adults are aware of the strategy and are vigilant in observing and recognising behaviours in our pupils which may lead to extremism.

At Sacred Heart, the PREVENT Strategy will be explored through:

- the promotion of British Values throughout the curriculum, including: Democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs
- challenging prejudices and racist comments
- developing critical thinking skills and strong, positive self-identify
- promoting moral, social and cultural development of pupils

At Sacred Heart we will protect pupils from the risk of radicalisation, for example by using filters on the internet to make sure they are unable to access extremist and terrorist material.

All visitors who are invited into school to work with our pupils are carefully vetted.

Any adult who is concerned about a pupil, who may be at risk should report their concerns immediately to the Designated Teacher for Safeguarding, so that appropriate action can be taken.

## RESOURCES

A class rewards chart is displayed on each classroom wall, which is used to collect golden hearts. Each teacher will be provided with an adequate supply of stickers for this rewards chart.

A supply of certificates is available in school from the reprographics room in the KS2 building. It is the responsibility of each class teacher to ensure all certificates are prepared in advance of the Celebration Assembly and brought to the Assembly.

Teachers must provide children receiving a certificate with a letter to take home inviting parents to attend the assembly at the end of the previous week.

## MONITORING, EVALUATION and REVIEW

Teachers are provided with a file containing a weekly behaviour format to complete on a daily basis. This will involve recording details of behaviour incidents. The child's name, brief description of the incident and the sanction put in place eg. Total minutes lost from Golden Time, put on behaviour diary, etc.

On a monthly basis, the Children and Family Support Worker will collect each file from the class teachers, collate and analyse the data and report back trends, concerns etc. to SLT.

The aim of monitoring behaviour is to reduce the number of minutes lost for Golden Time and to reduce the number of incidents of undesirable behaviour over time.

Observations of learning will focus on behaviours for learning, including attitudes, resilience, application, sustaining concentration, listening to others, respecting others' contributions etc.

Observations of teaching will focus on the application and use of the behaviour policy to enable pupils to achieve the very best they can, to be proud of their achievements and to create an environment in which learning is valued.

Pupils' involvement and understanding of the Behaviour Policy will be evident during pupil discussions and questionnaires, when they will be able to explain the strategies for awards and sanctions

The impact of the behaviour policy on standards of attainment and pupil progress will be monitored and evaluated by the Leadership Team.

## CONCERNS AND COMPLAINTS

Any concerns or complaints regarding behaviour in school, how a situation was handled or any other issue in school should be brought to the attention of the school. Our complaints procedure can be **summarised** as follows:

1. See your child's class teacher. Still not satisfied?
2. See the Headteacher. Still not satisfied?
3. Put your complaint in writing to the Headteacher who will formally investigate the complaint. Still not satisfied?
4. Put your complaint in writing to the Chair of Governors who will investigate the Headteacher's actions. Still not satisfied?
5. Again put your complaint in writing to the Chair of Governors who will refer the matter to the Complaints Committee.

## CONCLUSION

The success of this policy lies in the impact on raising pupil attainment and ensuring that every pupil makes at least expected progress. By encouraging appropriate behaviour we will provide time for quality teaching and learning.

It is behaviour and attitudes to learning, as well as regular attendance and punctuality which have a great part to play in reaching high standards in learning. When school and parents/carers work together as partners in each child's life at Sacred Heart School, at home and in the local Community each child will reach their full potential.

**Golden Time is a special 20 minutes of reward time offered to all children every week, provided they keep to the Diamond Rules outlined below.**

Each year group has a selection of Golden Time resources to be used at this time. Year groups can also use outdoor areas, the hall if available and work together to provide a menu of activities for children to choose from. As far as possible, Golden Time should be different and extra to the normal school activities available during the rest of the week.

The three diamond rules are on display around the school building and in every classroom.

- ✓ Follow instructions with thought and care.
- ✓ Show good manners at all times.
- ✓ Care for everyone and everything.



It is the responsibility of the teacher to:

- Consolidate the above rules on a regular basis
- Display rules within the classroom making them high profile
- Display clearly the minutes of Golden Time available to each child e.g. 'stepping stones'/'ladder reaching to sun'/'clouds' etc
- Use the 'Breaking the Golden Rules Checklist' to ensure the minutes lost for various incidents is always consistently applied
- Use the unhappy face on the board after a warning and deduct minutes from Golden Time for every cross next to the child's name
- Remove the unhappy face from the board by the end of each lesson
- Where a child regularly loses GT and/ or where the staff are concerned the policy of hearts isn't working, the teacher must talk to the key stage leader, a member of the SLT, Learning Mentor or CFSW to consider an alternative approach eg. Draw up a behaviour report, ensure success through gaining golden hearts for a behaviour target, 'build up the golden sunshine in a jar' rather than lose it.

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Golden Hearts. Golden Hearts may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

A Golden Hearts can be awarded by any staff member to any child at any time. All staff should carry Golden Hearts at all times to reward and reinforce positive behaviour as it occurs. When awarding the Golden Hearts the member of staff should reinforce the good behaviour e.g. ‘You can have a Golden Hearts for waiting so patiently’.

***Once awarded, a Golden Heart can never be deducted.***

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff should choose to reward the child on task rather than apply a sanction to the child who is not.

Golden Hearts are handed to a monitor in class, who records the awards on a tally chart for the whole class. This tally chart must be clearly displayed in the classroom for all to see. The quality of the displayed chart should reflect the great importance it has throughout the school. An example of the Golden Heart Tally Chart is shown in Appendix 2A

**Whole-Class Teamwork to Improve Tally scores of Individuals:**

If some children are falling behind in the tally chart, the class should be prompted for suggestions as to how they can all help those children to achieve more hearts. If, for example, certain children are behaving badly at playtime, the whole class can be awarded an extra tally point if there is a good report about the behaviour of those individuals or if they have been given a small heart. This is to encourage a whole class, peer to peer support ethos throughout school.

The sections on the tally chart next to each name have to be large enough to fit a Bronze/Silver/Golden Heart sticker. The Tally charts must follow the agreed format and be high profile in the classroom.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Golden Heart (recorded on class tally chart)
100 Golden Hearts	Prize from the Headteacher
200 Golden Hearts	Prize from the Headteacher Letter home to inform parents that their child has achieved the Silver award
300 Golden Hearts	Prize from the Headteacher Letter home to invite parents to the next Celebration assembly to see their child receive their Gold certificate. <b>Gold Certificate presented in assembly</b>

Silver and Gold charts will be started as soon as a child completes the preceding certificate.

Children should aim to achieve Bronze Award by the end of the Autumn Term, Silver during the Spring Term and Gold by the end of the year.

**When all children in a class achieve Bronze they will receive a whole class small reward; Silver a bigger reward and Gold an even bigger reward.**

## **Celebration Assembly**

Each week, the class teachers make two awards.

Star of the Week- this is awarded to a child who has been a “shining” example to others in terms of their behaviour. **It is not an award for good attitude to work.**

Worker of the Week- this is awarded to a child who has achieved well or has shown a good attitude in their work.

***Only in exceptional circumstances can more than one child be given Star or worker of the Week award during any given week.***

These awards are presented in Celebration Assembly each Tuesday. Parents of children receiving awards will be informed by letter, no later than the Friday beforehand, so that they may attend the assembly.

Gold awards will be presented in whole school assemblies and parents will be invited to share in their child’s achievement.

## **Recognition Awards**

At the end of the school year each teacher will choose children for the following awards

**Most Progress** - for the child who has made the most academic progress though out the school year. This doesn’t have to be the most able child.

**Most Resilience** – for the child who has tried their hardest this year and shown particular resilience in overcoming things they found hard at first.

**Most Openness** - This could be a child who has been a good friend, good listener, willing to take on new ideas(learning).

**Unique Individual** -\_Could be for attainment in sport/art or for someone who achieved something out of the ordinary or for someone who has overcome adversity.

**Demonstration of Faith** –\_either in work or actions.

Throughout the year, all staff should refer to these awards and encourage children to aspire to earn them. We will not tell the children that they have been chosen, but will write to their parents inviting them to an assembly at the end of term at which certificates will be given out. This will be a key phase assembly and should be seen as our “Prize-giving day”, staff should dress to reflect the importance of the event.

Y6 will continue to have their awards given out at a Leavers’ Mass in the final week.

GOLDEN HEART AWARD TALLY CHART										
NAMES	10	20	30	40	50	60	70	80	90	100
C Mason	<del>1111</del> 1111	<del>1111</del> 111								
S Stirrup	<del>1111</del> 1111	<del>1111</del>								
A Hart	<del>1111</del> 1111	1111								

*Once a child has 10 Golden Hearts/tally marks they will be given a bronze/silver/gold sticker (depending upon which award they are working towards) to place in the box. This will then make it very clear which award each child is working towards at any given time.*



*[Insert school header here]*

Dear Parent/Guardian

**RE: SILVER AWARD**

At Sacred Heart Catholic Primary we believe in rewarding progress, effort and behaviour. We do this with many rewards, awards and treats.

The children collect Golden Hearts from staff for any noteworthy behaviour, effort or work.

I am delighted to inform you that your child has now collected over 200 Golden Hearts and as a result has received a 'Silver Award' from the school.

This shows that your child is behaving well at school this year so far.

Yours sincerely

Mrs C Mason  
Headteacher

*[Insert school header here]*

Dear Parent/Guardian

**RE: GOLD AWARD**

At Sacred Heart Catholic Primary School we believe in rewarding progress, effort and behaviour. We do this with many rewards, awards and treats.

The children collect Golden Hearts from staff for any noteworthy behaviour, effort or work.

I am delighted to inform you that your child has now collected over 300 Golden Hearts before the end of the Summer Term and as a result has received a 'Gold Award' from the school.

This is a great achievement and shows that your child has done particularly and consistently well at school this year. We would therefore like to invite you to our Celebration Assembly on \_\_\_\_\_ at \_\_\_\_\_ when your child will be presented with their Gold Award.

Yours sincerely

Mrs C Mason  
Headteacher

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**Sacred Heart Catholic Primary**

**GOLD AWARD**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Where rules are contravened there must be a system of appropriate sanctions: where possible, sanctions should be seen to match the offence in order to be the most effective. The most powerful sanction is the disapproval of those, whose views the wrongdoer respects, so we should create a climate of opinion in which that sanction will have the greatest effect.

Sanctions to be used in increasing order of seriousness are:

1. Non-verbal (eye contact)
2. A warning
3. The child's name is placed on the board under an unhappy face.
4. If the child continues with the inappropriate behaviour, a cross is placed next to their name
5. If the inappropriate behaviour continues further crosses are placed next to the child's name
6. If the child's name is still on the board by the end of the lesson they lose minutes off their Golden Time which corresponds to the number of crosses by their name  
(The child's name must be rubbed off the board by the end of every lesson)

### **Correct use of the unhappy face following a warning**

If a child breaks the Diamond Rules they must first receive a warning with clear reference to what was inappropriate e.g. (Name) that's a warning, you are calling out and distracting the class. Please remember that our Diamond Rule is to treat others with thought and care etc.

Following a warning for breaking the Golden Rules, if the child continues with the same behaviour then an unhappy face is drawn on the board and the child's name is written underneath. The following response is an example of how to address this issue. "(Name) you had a warning, you are continuing to call out and so your name is now on the board. If it happens again, you will begin to lose minutes of Golden Time. I'm watching now to see you making good choices so that I can wipe your name of the board."

Every effort must be made to spot the child behaving positively (e.g. sitting nicely, getting on with work, good eye contact etc) and as soon as possible their name should be wiped off the board and the unhappy face removed. Only if the child continues with the same inappropriate behaviour should a cross appear next to their name. This indicates X minutes of lost Golden Time which is shown by moving the child off the sunshine and down the ladder.

In Foundation Stage and Y1 children are moved from the sunshine to the cloud. Every effort should be made to spot the child being good in order to move them back to the sunshine.

At the end of the lesson, the child's name and the unhappy face must be wiped off the board and a fresh start for the child is established. Every effort during the next lesson must be made to spot the child keeping to the Diamond Rules and positive praise given in the form of ticks next to their name.

### **Time out**

For some children it may be necessary to provide an opportunity for time out or some children may need somewhere to 'cool down'. This must only be entered into following full discussion between the teacher and child (SLT may also be consulted or involved) regarding how this will be undertaken. Where appropriate this will be related to the child's IEP targets.

It is the responsibility of the teacher to make sure these children are supervised.

**Children must not be sent out of lessons to stand in any area where they are unsupervised.**

More serious contraventions of rules and instances of unacceptable behaviour must be dealt with in a more formal and hierarchical way:

1. Class Teacher contacts the child's parents to discuss behaviour and agree upon support.
2. Class Teacher and Key Stage Leader meet with the parents and consider referral to the Learning Mentor.
3. The Deputy Headteacher and SENCO become involved and support from outside agencies is accessed as appropriate.
4. The Headteacher becomes involved and a full Behaviour Programme is put in place.

In extraordinary circumstances, it may be judged appropriate to use the sanction of removal of lunchtime or break time. In these instances, the class teacher will inform a member of the SLT that such a sanction is to be issued. The member of staff is responsible for ensuring that the pupils are adequately supervised, have purposeful activities to undertake during this time and, if it is at lunchtime, have had sufficient refreshments.

Where this happens regularly, the parents of the pupil involved will be informed by mail or phone call.

**See the HIERARCHY OF DISCIPLINE FOR FURTHER GUIDANCE (Appendix 4)**

Hierarchy of Discipline Procedure	Person Responsible for action	Action to be taken / sanction
<p><b>Stage 1</b> - Minor breaches of Diamond rules (2 minute offences)</p> <ul style="list-style-type: none"> <li>Treating others unkindly (e.g. not sharing)</li> <li>Disrespect of class property</li> <li>not paying attention</li> <li>shouting out during lessons</li> </ul>	<p><b>Class Teacher Teaching Assistant</b></p>	<ul style="list-style-type: none"> <li>Giving a disapproving look etc</li> <li>A verbal warning backed up with appropriately worded expectation and time and space given to respond and improve</li> <li>Sad face on whiteboard at the start of the lesson for Rec – Y6</li> <li>Initials under face for first warning, second warning is a x, third warning is x and minutes are then removed – Y2 - Y6</li> <li>Sun and cloud: white (5 mins), grey(10 mins), black (15mins) in Rec and Y1 – can move back up with improved behaviour</li> <li>'Ladder' at Y2 – Y6 record the number of minutes missed – start at top and move down ( 1-20)</li> <li>Short discussion with child that does not interrupt the flow of the lesson – explain which rule has been broken</li> <li>give child opportunity for apology</li> <li>If misbehaving in Golden Time – the pupil should be removed</li> </ul>
<p><b>Stage 2</b> - continuing disregard for Diamond rules (2 minute offences)</p> <ul style="list-style-type: none"> <li>Shouting out</li> <li>Being rude (talking when a member of staff is talking)</li> <li>Interrupting when a child is providing feedback (plenary)</li> <li>Persistent silly noises (tapping, pencil cases, water bottles)</li> <li>Interrupting when an adult is speaking/will not wait!</li> <li>Movement, leaving your seat for inappropriate reasons/things</li> <li>Not settling when in class and at start of the lesson</li> <li>Being off task during the lesson (day-dreaming, wandering around, taking too long)</li> <li>Wasting paper towels</li> <li>Pulling a face/eye contact/staring/pulling tongue out to annoy/distracting others</li> <li>Name calling/outbursts to upset</li> <li>For not speaking up about an incident/when they know something is going to happen (to avoid it)</li> </ul>	<p><b>Class Teacher Teaching Assistant</b></p>	<ul style="list-style-type: none"> <li>speak to child - inform that behaviour is inappropriate – explain which diamond rule has been broken</li> <li>Sad face on whiteboard with child's name- add x next to sad face where behaviour is repeated and there is non-compliance/ Sun and cloud as above</li> <li>Total up the number of x at the end of the lesson – record 2 minutes per x lost for Golden time)</li> <li>remove pupil from group and give 'time out' in the designated classroom area for set time e.g. 5 mins to allow thinking time and promote change in behaviour (may be during playtime if a more detailed discussion is needed) – remove child from audience if needed</li> <li>give child opportunity to apologise - use questions which enable reflection</li> <li>speak to parents (at the discretion of the teacher) – for early intervention</li> <li>Consider triggers for behaviour / patterns for behaviours (work avoidance, pitch of work, clarity of instructions, visual aids, timetable, working environment – make any adjustments as needed)</li> <li>Complete a STAR chart identify triggers where there are repeat offences</li> </ul>
<p><b>Stage 3</b> - continuation of stage 2 behaviour (5 minute offences)</p> <ul style="list-style-type: none"> <li>deliberate disregard for Diamond Rules</li> <li>deliberately upsetting another child</li> <li>swearing / inappropriate language</li> <li>Disrupting others</li> <li>Causing the teacher to stop the lesson and stopping the learning of others</li> <li>Interrupting</li> <li>Damaging others personal property</li> <li>Tripping someone or pulling a chair</li> </ul>	<p><b>Class teacher</b></p>	<ul style="list-style-type: none"> <li>Inform child that the repeating behaviours will now have higher consequences – if there is no improvement moving to 5minutes per incident</li> <li>Sad face on white board with child's name – add x next to sad face where noncompliance / sun and rain</li> <li>Total up the number of x at the end of the lesson and record</li> <li>temporary isolation within class – remove to 'time out' in the designated classroom area for set time e.g. 5 mins (may be during playtime if a more detailed discussion is needed)</li> <li>Miss five minutes of Golden Time at the end of the week per x</li> <li>give child the opportunity to apologise</li> <li>Teacher to complete behaviour log</li> <li>Parents contacted by teacher</li> </ul>
<p><b>Stage 4</b> - continuation of stage 3 behaviour (10 minute offences)</p> <ul style="list-style-type: none"> <li>wilful and persistent misbehaviour</li> <li>Flooding toilets/breaking school property (building)</li> <li>Pre-planned intimidation by an individual or group/threats/ignoring/whispering to upset a child</li> <li>Smacking in temper</li> </ul>	<p><b>Class teacher Assistant Headteacher for phase</b></p>	<ul style="list-style-type: none"> <li>Time out at the next available playtime for ten minutes (allow 5mins for a short toilet / air break)</li> <li>Continue to use sad face on white board with child's name – add x next to sad face where noncompliance / sun and rain</li> <li>Discussion with the staff member about the seriousness of the on-going inappropriate behaviour</li> <li>Teacher to complete behaviour log and inform Assistant Headteacher who may speak to the pupil</li> <li>Miss ten minutes of Golden Time at the end of the week for each incident</li> </ul>

Hierarchy of Discipline Procedure	Person Responsible for action	Action to be taken / sanction
<ul style="list-style-type: none"> <li>Biting</li> <li>Kicking</li> <li>Racist incident –malicious and with intent to hurt</li> <li>Homophobic language with intent to hurt</li> <li>Deliberately causing a health and safety breach e.g. setting off the fire alarm</li> <li>Foul and offensive language</li> </ul>		<ul style="list-style-type: none"> <li>Parents contacted by teacher – if behaviour continues and the pupil is unable to modify, support will be sought from the Learning Mentor / CFSW – who will contact parents to discuss</li> <li>If no improvement, consider moving to 'collection of Golden Sunshine' to build up Golden Time, rather than lose minutes</li> <li>Consider triggers again – look for patterns/environmental factors and make any adjustments as needed</li> </ul>
<b>Stage 5a</b> <ul style="list-style-type: none"> <li>Continuation of stage 3/4 behaviours</li> </ul>	Learning Mentor	<ul style="list-style-type: none"> <li>Removal from the classroom – Teacher completes behaviour log</li> <li>Time with the learning mentor/CFSW to discuss behaviour</li> <li>Miss playtime to engage with LM / CFSW (15 minutes)</li> <li>Name in Learning Mentor's Book</li> <li>Learning mentor contacts parents</li> <li>Miss Golden Time Minutes as determined above</li> </ul>
<b>Stage 5b</b> <ul style="list-style-type: none"> <li>Continuation of Stage 3/4 behaviours</li> </ul>	Learning Mentor	<ul style="list-style-type: none"> <li>Removal from the classroom – Teacher completes behaviour log</li> <li>Time with the learning mentor to discuss behaviour and remedial action</li> <li>Miss playtime (15 minutes) to engage with LM / CFSW</li> <li>Miss Golden Time at the end of the week as determined above</li> <li>Name in Learning Mentor's / CFSW Book for second time</li> <li>Letter to parents from Learning Mentor</li> </ul>
<b>Stage 5c</b> <ul style="list-style-type: none"> <li>Continuation of stage 3/4 behaviours</li> </ul>	Learning Mentor	<ul style="list-style-type: none"> <li>Removal from the classroom – Teacher completes behaviour log</li> <li>Name in Learning Mentor's / CFSW Book for third time</li> <li>Referral to Senior Member of Staff for a warning</li> <li>Immediate contact with parents to advise of continuing poor behaviour</li> <li>Miss Golden Time at the end of the week as determined above</li> <li>Possibly begin a Behaviour Improvement Plan in consultation with parents and SENCo if appropriate</li> </ul>
<b>Stage 6a</b> <ul style="list-style-type: none"> <li>Continuation of stage 3/4 behaviours</li> <li>More serious incidents may go straight to stage 7 see below</li> </ul>	Deputy Headteacher Or Headteacher	<ul style="list-style-type: none"> <li>Name in Learning Mentors / CFSW book for fourth time – sent to Senior member of staff for a warning and name in red book</li> <li>Loss of 3 playtimes – to be recorded</li> <li>Miss Golden Time at the end of the week as determined above</li> <li>Record referral in red book – speak to parents</li> </ul>
<b>Stage 6b</b> <ul style="list-style-type: none"> <li>Continuation of stage 3/4 behaviours</li> <li>More serious incidents may go straight to stage 7 see below</li> </ul>	Deputy Headteacher Or Headteacher	<ul style="list-style-type: none"> <li>Name in red book for second time</li> <li>Contact parents</li> <li>Loss of three breaks – to be recorded</li> <li>Miss Golden Time at the end of the week as determined above</li> </ul>
<b>Stage 6c</b> <ul style="list-style-type: none"> <li>Continuation of stage 3/4 behaviours</li> <li>More serious incidents may go straight to stage 7 see below</li> </ul>	Deputy Headteacher Or Headteacher	<ul style="list-style-type: none"> <li>Name in red book for third time</li> <li>Miss Golden time at the end of the week as determined above</li> <li>Loss of privileges e.g. break times / after school enrichment activities / representing the school – to be recorded</li> <li>A meeting with parents to discuss the way forward</li> <li>Involvement of external agencies e.g. Behaviour improvement team,</li> <li>Possible formation of Pastoral Support Programme if pupil at risk of exclusion</li> <li>Case Conference with parents and other adults involved to agree next steps at Stage 7</li> </ul>

Hierarchy of Discipline Procedure	Person Responsible for action	Action to be taken / sanction
<p><b>Stage 7 – where no improvement is being made</b></p> <ul style="list-style-type: none"> <li>• deliberate damage to school property</li> <li>• continual bullying - physical or verbal</li> <li>• purposeful and wilful graffiti</li> <li>• continual stealing</li> <li>• indecent behaviour / inappropriate sexual behaviour</li> <li>• continued physical / verbal abuse towards a teacher / other adult</li> <li>• seriously injuring another child purposely</li> <li>• stealing / vandalism</li> <li>• truancy</li> <li>• continuation of stage 4 behaviours which disrupts the education of others</li> </ul>	<p><b>Deputy Headteacher or Headteacher</b></p>	<ul style="list-style-type: none"> <li>• Lose all Golden Time (with the discretion to earn some back- no more than 10 minutes)</li> <li>• Miss three break times</li> <li>• Application for Three Towers</li> <li>• Possible fixed term exclusion</li> <li>• Possible 'Managed Move'</li> <li>• Permanent exclusion where there is no improvement in behaviour</li> </ul>

## Sacred Heart Catholic Primary School

### Information for Supply Teachers

The following information is intended to support you during your day at Sacred Heart.

A member of staff from our office should have told you where you can find the staffroom, toilet and what you should do in the event of a fire.

If this information has not been given, please ask any member of staff who will be able to give you the information you need to know.

As part of a phased start to the day, our pupils come into each classroom from 8.45 onwards. Therefore, you are expected to be in the classroom from 8.45 to welcome and settle the children as they enter the classroom. The official start to the day is 8.55 am. The register and lunch choices should be completed by 9am. Lessons start at 9 am unless there is an assembly where the children go into the hall for 9 am.

Pupils must be escorted when going out onto the yard for playtimes. At the end of playtime, pupils must line up on the yard and you will need to be ready to collect them 1 minute before the bell rings. Lead the children into the classroom in a calm and orderly way.

#### Marking Work/Handwriting

We expect you to make every effort to leave the classroom at the end of the day having marked all of the work produced by the children. 'Over the shoulder' marking can be done during each lesson to help the children to edit their work and receive immediate feedback to improve their efforts. We have a coloured coded marking scheme – the year group partner you are working with or the TA will be able to explain its use.

#### Behaviour

At Sacred Heart we have high expectations for behaviour. Our pupils have very clear rules to work to which are outlined below:

#### Three Diamond Rules

The three diamond rules are on display around the school building and in every classroom.

- ✓ Follow instructions with thought and care.
- ✓ Show good manners at all times.
- ✓ Care for everyone and everything.



A more detailed outline of the rewards and sanctions is available in the full Behaviour Policy. Please ask a member of the school team if you need this eg. You are working with us for an extended time.

**See the HIERARCHY OF DISCIPLINE FOR FURTHER GUIDANCE**



## **Rewards**

- Children who keep to the Diamond Rules are rewarded with 20 minutes of Golden Time every Friday during session 4
- Children receive Golden Hearts for good behaviour/keeping to the Golden Rules

*Once awarded, a Golden Heart can never be deducted.*

## **Sanctions**

**Children must not be sent out of lessons to stand in any area where they are unsupervised.**

For pupils who break the Diamond Rules:

- Provide a warning
- Write the child's name on the board under an unhappy face
- If the child continues to break the rules they receive a cross against their name
- Once the child has three crosses, the appropriate minutes should be lost
- The child's name **MUST** be rubbed off the board by the end of the lesson
- Behaviour incidents should be recorded daily in the class file.
- Minutes lost for individual pupils must be shown on the Golden Time display which will be clear for everyone to see within the classroom.

# Three Diamond Rules



Follow instructions with thought and care.

Show good manners at all times.

Care for everyone and everything.

