



BEHAVIOUR POLICY

Agreed October 2024

Review date October 2025

Our school is a Christian community where we expect children to be treated with care and affection so that they feel happy, secure and respected as they grow and learn. We believe that the children's experience of relationships within the school is vitally important to their growth and development. This Behaviour Policy promotes all forms of positive behaviour, including 'Learning Behaviour'.

We aim:

- to provide a caring and supportive environment in which each child feels a strong sense of belonging
- to encourage everyone to take responsibility for their own actions
- to encourage positive behaviours
- to develop honesty and trust within the whole school community
- to foster self-discipline and respect for others
- to safeguard the rights, interests, safety and security of all children, recognising especially the needs of vulnerable children
- to investigate any allegation of bullying

All staff at school are legally empowered to operate '*in loco parentis*' both inside and out of school. This means that we are charged with the formal responsibility of acting as parents when the children are in our care. Therefore we set high expectations of behaviour for all in order that they can help create a quality learning environment. At all times we aim to be consistent in our approach and apply the Gospel values of forgiveness and respect for each other. We have established a clear set of boundaries for behaviour we accept and within which we operate. Given support for our Behaviour and Anti-Bullying Policies by the whole school community, we expect very few issues of serious misbehaviour in our school.

Our behaviour policy is built upon a whole school **THRIVE** approach, which is:

TOUGH on behaviour – GENTLE on the child

Research has shown that how we behave is linked to how we feel and our emotions are linked to how we learn. By teaching children to recognise and notice these feelings and emotions it can help with their development and learning. Children sometimes need some extra support with their emotional growth and this can be temporary or over a longer period of time.

In school through our Thrive approach we promote children's emotional and social growth by building positive relationships between a child, their peers and the teaching staff. This helps them explore and understand their feelings through various activities including; daily 'Zones of regulation' during registration, daily Thrive playtime and lunchtime activities, weekly nurture groups and a range of other strategies.

The thrive Approach identifies the link between the powerful feelings that young children can experience, and the behaviours that can sometimes follow, which can inhibit their learning.

When any child is presenting with any type of dysregulated or challenging behaviours we need to recognise it as a language. Most children are unable to verbalise their deep emotional needs for a range of reasons and therefore will display a wide range of behaviour instead.

We often (wrongly) call this 'attention seeking' yet in fact it is a very good method of being noticed quickly and having the adult attention they need.

Children need firm, strong adults to manage behaviour to feel safe.

Children need adults who can very quickly stop their behaviours and support them to regulate their emotions.

Children need to have positive role models of adults in control of situations (and their own emotions).

Children need to know that adults will not accept unsafe or disruptive behaviours but will work to build relationships of trust and teach the children safe ways of expressing their needs – this is Thrive.

Safety underpins everything and we can never use the word 'safe' enough.

Imagine what it must feel like to be displaying behaviours due to unseen reasons or hidden trauma – what would be the response you would want.

A strong adult that notices your distress

A strong adult that stops your behaviour

A strong adult who tells you they only want to keep you safe because they care about you.....

Repetition, repetition, repetition builds new neural pathways for children which over time will support them to seek an adult to help them regulate and eventually be able to self-regulate.

This is how we change behaviours and ensure that children are emotionally stable and emotionally developed.

Expected Behaviour

High standards of behaviour are expected at all times and encouraged through praise and reward. We nurture good behaviour, encouraging the children to take a pride in their good behaviour and work in school. As well as being kind, tolerant and well-mannered to all.

Throughout school we follow 4 basic guidelines which are:

1. We LISTEN and Speak in an appropriate manner at all times
2. We RESPECT one another at all times in all situations
3. We make sure everyone feels SAFE and is cared for in and around school
4. We are always ACTIVE in our learning to be able to achieve our very best

Improving Behaviour for Learning

It is important in a school setting that rules are applied consistently, so that the children have the security of knowing what to expect and build the appropriate habits of behaviour. All adults must provide a positive role model for the children with regard to friendliness, care and courtesy and calmness even under pressure or in challenging (frightening) situations.

In any case of 'misbehaviour', it should always be made clear to the child that it is the action, and not the child, that is unwelcome.

Shine a light on behaviour

It is not enough to be kind and nurturing, we need to help the child calm themselves down independently. Distraction, denial, reassurance or ignoring will not work. The child needs to know that you understand how they are feeling so they can feel safe to be with you. They can let go of the distressed feeling much easier once you have recognised and acknowledged it.

Staff will need to:-

Attune - Be alert to how a child is feeling show you understand through facial expressions, body language
“I’m noticing you are finding this really hard”

Validate - “it’s ok to feel upset/angry” I’m imagining it’s really tricky for you right now, I’m wondering if I can help you

Contain – catch the intensity and match it, reinforce that you are there to keep them safe

Calm – Remain calm at all times avoid reassuring or persuading, stay with the feeling

Unacceptable behaviour needs to be stopped including abusive behaviour towards peers and any form of sexual violence and harassment and the situation kept safe for the child, other children and adults.

e.g.

“I saw you kick the cupboard and that’s not ok. Kicking hurts and it’s not ok. I saw you watch me to see my reaction. I am wondering if you were waiting to see what I would do. I think you imagine that I will be angry with you; actually I care about you and I’m here to keep you safe. You really matter to me. I’m not angry; I can see that you need help to work this out”

One Problem, one voice

If a child needs to be spoken to about their behavior, then that member of staff should be the primary person to deal with the incident. If the incident needs to be taken to the head teacher or deputy head teacher then the initial member of staff should talk to the child about the consequences, whilst the head and deputy are present. The headteacher or deputy headteacher will take immediate responsibility for more serious matters.

As little dialogue as possible

- Give clear directions – don’t ‘ask’ a child to do something, explain what you want them to do
- Give children clear instructions – complete the work now or you will miss out on... - allow the child time to process and react to the options they are given
- If a child is fidgeting with something, remove it without saying anything
- Keep language positive
- Act, don’t react

Positive Praise

Use lots and lots of positive praise:

- Always explain what the praise is for
- Use the child’s name as much as possible
- Try to look for an opportunity to praise them quickly after unwelcomed behaviour
- Make sure you say more positive things than negative

Consequences

We use ‘consequences’ to teach cause and effect, we need to deliver this in a way that lets the child know we care about them and want to help them make positive choices.

In each instance we aim to enable the child to learn from each incident to ask the children how they would do things differently given the same situation in the future. A talk with an adult is used to correct any behaviour that we want to discourage, the consequences listed below, which are not set out in a precise order, may be used:

- a reminder about expected behaviour
- time out in class, or any other space as appropriate
- loss of privileges – playtimes or lunchtimes (school work will always need to be completed)
- sent to Headteacher
- given an individualized behaviour plan

The Headteacher will investigate any serious matters and decide on the next course of action. Where appropriate, children will be encouraged to reflect on their own behaviour and set an appropriate sanction for themselves. Serious incidents will be recorded on CPOMS and parents informed.

The class teacher/Headteacher may contact parents, if appropriate, in order to invite them to come into school to discuss behaviour matters further. The following sanctions may apply to a one-off serious incident or a pattern of repeated misbehaviour. The Governing Body will be involved as appropriate, in accordance with national guidelines.

Short/long term/permanent exclusion from school.

Positive Handling

On occasion, it may be necessary to use positive handling in certain circumstances, when other strategies which do not employ force have been tried and found unsuccessful. Members of staff have the power to use reasonable force to:

- prevent pupils committing an offence
- injuring themselves or others,
- damaging property
- maintain good order and discipline in the classroom. (See Positive Handling Policy)

REWARDS

House Points

Children are allocated one of four houses in school. Each house is named after one of the founding Sacred Heart Sisters St. Madeleine Sophie BARAT, Janet STUART, Philippine DUCHESNE and Mabel DIGBY. Children will be given house points/ leaning pennies for positive behaviours both inside and outside of the classroom for behavior linked the the Sacred Heart Goals of; Faith, Community, Social Awareness, Intellect and Personal Development, for example: hard work and effort, showing good manners, being helpful and kind and being a good friend will be all be rewarded.

The children are given a plastic 1p for every house point earned and collect money, building up their points and pennies each week so that they can spend them, if they wish, in a class auction each Friday.

Good	=	1 house point
Very good	=	2 house points
Excellent	=	3 house points

Ruby Time

Children are welcome to come and have 'Ruby Time' with our school dog at playtime. Children may wish to share some of their writing with Ruby by reading their work to her. (She loves stories!)

Special Acknowledgement

Children who have demonstrated positive behaviour may be nominated to receive a special Headteacher's Award sticker in the weekly Awards Assembly each Friday. Children can be nominated for all kinds of reasons including things like being kind, being helpful, working hard and supporting their friends.

Children may also be sent to the Headteacher to show their work, or share what they have been doing. This will be recorded in the Golden Book and children are able to choose a special surprise from the Headteacher's Treasure Chest!

Conclusion

This policy will be enforced in a positive manner and will be reviewed regularly. It will run in conjunction with the Anti Bullying Policy. This policy has been written following the guidance of Department for Education on ensuring good behaviour in Schools 2012. It also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities (SEND).