



The Blessed Sacrament Catholic Primary School



Positive Behaviour Policy

Philosophy and Purpose

The Blessed Sacrament RC Primary is a Catholic school and behaviour management within the school fully reflects our Catholic ethos, with reconciliation at its heart. All staff understand that it is our duty to teach children to manage their behaviour well. This behaviour policy lays out the core beliefs behind managing behaviour in a nurturing, positive manner and details the key actions all staff will take in creating a nurturing environment. Behaviour management in our school is built firmly around prevention, rather than cure.

Staff at The Blessed Sacrament understand that building positive relationships and creating the right environment, is the key to managing behaviour effectively.

Staff at The Blessed Sacrament know that behaviour management is the responsibility of all staff. Although the school deems it to be good practice to seek the guidance and support of colleagues when learning how to manage challenging behaviour, children in our school will rarely be sent to the Headteacher or Deputy Headteacher to be dealt with.

Below is a list of actions and strategies all staff working within The Blessed Sacrament agree to implement:

- **Smile** - passing along positive energy and creating a sense of security and belonging. Staff acknowledge children in corridors by smiling, using their name.
- **Display only behaviour which you would want children to replicate.** Staff will demonstrate respectful interactions with all members of the school community.
- **Use of positive language** (verbal and body) this includes positive body language and the avoidance of fear, anger and frustration in adult behaviour. The recommended ratio of positive comments to corrective comments is 6:1.
- **Discretion will be used when correcting behaviour** – pupils will not be ‘told off’ publicly and be made to feel humiliated as a result of their inappropriate behaviour. Where possible, a child will be removed from a situation, spoken to calmly about their behaviour and then either be given time out or be returned to the class or group.

- **Closing the Gap or turning down the volume.** Staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Signs, and positive indicators, should be used if possible.
- **Necessary involvement.** Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. Staff will support each other by asking other staff 'Are you ok?' or 'Do you want any help?' Children being given time out may be asked 'Are you with someone?' or 'Is someone helping you?'

Expectations of Pupil Conduct

- ✓ We are kind and helpful – we don't hurt anyone's feelings and treat others as we would like to be treated
- ✓ We work hard – we don't waste our own, or others time and we stay focused on our learning
- ✓ We welcome and invite others – we don't leave people out and we treat everyone as our friend
- ✓ We show respect – we do not hurt anyone's feelings and do not waste or damage things.

The school expectations will be on display in every classroom and will be discussed with children frequently when talking about acceptable and expected behaviour.

Structured Behaviour systems - Rewards and Praise

As a whole school...

The school community gathers weekly in key stages to celebrate the achievement of individuals and groups in the form of a celebration assembly. Each teacher awards 2 certificates. The lunchtime staff award certificates in these assemblies for specific positive lunchtime behaviours they have observed. Parents and carers are invited to celebrate with the school. Superstar awards are given at the end of each term to children who have stood out throughout the term for exceptional progress, attainment or behaviour.

Within each class

- 1) There will be a 'wellbeing' area within each classroom which celebrates the children as unique individuals with talents and skills to be celebrated.
- 2) Each class will have a 'bottoms up' reward system which can be developed and personalised by the class teacher to meet the needs of the children within the class. The system should be highly visual to anyone entering the classroom. Each child's name / photograph will be clearly visible on this reward system and each child should move up the reward system when positive behaviours are observed. This encourages positivity and encourages staff to notice all children. The system may run for the length of each session,

each day, or each week dependent upon the developmental needs of the children in the class. Children will never be moved down on this system. Any member of staff, including those not working inside the classroom, can move children up on their reward chart for positive behaviour; attitude or learning that is observed and noted.

- 3) Younger classes may use green 'happy' and red 'sad' faces to indicate to children how their behaviour is affecting others. This is particularly useful for children with challenging behaviour and with SEND.
- 4) Younger classes are encouraged to use praise actions (fan-tastic, marshmallow clap, eating the melon) to keep positive praise fresh and fun.
- 5) Happy notes home are encouraged for use by teachers as they serve to develop positive relationships with parents and carers at home.

Other systems

Any new systems should allow positive rewards for all children, and should always be discussed with a member of the senior leadership team before implementation. **Systems will only be approved, where they fully support the nurturing ethos of the school. Whole class systems will not be approved where they are of a 'count down' nature and / or do not serve all class members in a positive manner.**

The SENDCo or the SLT will recommend individual reward systems for children presenting with very challenging behaviour. These will then be documented within the child's Learning Plan as agreed strategies.

Structured Behaviour Systems - Sanctions

Staff at The Blessed Sacrament understand that learning to make good choices is part of growth and development and this means that's sometimes children make the wrong choices. Staff will always try to help children to manage their own behaviour and may assist children who find this difficult by presenting them with 2 suitable choices.

Wherever possible, and appropriate, the staff will use restorative approaches to rebuild relationships.

The SENDCo or the SLT will recommend individual sanction systems for children presenting with very challenging behaviour. These will then be documented within the child's Learning Plan as strategies. Detentions and 'loss of time' may not be appropriate for SEND children.

For persistent lower level behaviours in class

In the younger classes, time out (using a 3 or 5 minutes and timer) will be given for inappropriate behaviour. After 'time-out' children should be encouraged to apologise to people and try to put right their actions.

From Year 1 upwards, inappropriate behaviour in class will be dealt with by:

- 1) Making the child aware of their behaviour through eye contact
- 2) Giving the child a verbal warning and reminding them of acceptable behaviour and expectations
- 3) Child's first name on the board
- 4) Tick on the board next to name (1 tick indicates 5 minutes of lost time)
- 5) Second tick on the board (2 ticks indicates 10 minutes lost time). Time out may be **offered** to prevent a third tick.
- 6) Third tick (3 ticks indicates a full lost time)
- 7) If this strategy has failed to work after the 3rd tick, the child will be **offered** an opportunity to take time out (For Y1 and Y2 children this should be for 5 minutes with a sand timer. For Y3 & 4 children this should be outside the classroom or in the Willow room. For 5 & 6 children this should be outside the classroom). Time out in any form must be supervised by a teacher or teaching assistant.

At any time during this process, time out can be offered and the child may also spend time in other classrooms if appropriate.

'Lost time' refers to breaktime or lunchtime in the younger classes and detention in the older classes. Any children kept in at breaktime or lunchtime should be supervised by a teacher or teaching assistant. Older children completing a detention should complete a 'think sheet' (on the reverse of their behaviour report form) during the detention time.

Names, and ticks on the board, will be cleared after each learning session has been completed.

All behaviours resulting in lost time should be documented on the correct format (ABC) and kept in the behaviour file.

In the junior classes, Mr Earl (Behaviour Lead) will check behaviour files weekly. In the younger classes (YR-2) the class teachers will check the behaviour files weekly as part of their regular PPA session. Children who have had 3 or more entries in the behaviour file in a half term period, will be contacted using the letters in the back of the file.

Letter 1 - invite to parents to meet with the Class teacher and Behaviour Lead.

Letter 2 – if no improvement and additional 3 entries made into behaviour file within a half term, invite to meet with Class teacher, Phase Leader and Behaviour Lead. Behaviour contract drawn up and further strategies put in place e.g. home school book, report card

It may also be appropriate to telephone the child's parent, or invite them in after school. Parents will always be treated respectfully, and staff will avoid approaching them in public circumstances (e.g. on the playground) in front of other adults to discuss behaviour related issues. Any conversations should be documented on the appropriate form.

Copies of all behaviour report forms, behaviour letters sent home, minutes of meetings / phone calls will be kept in the child's section of the behaviour file and moved to the child's file in the office at the end of each academic year.

Low level behaviours outside of the classroom (e.g. on the yard or in the hall)

Children may be asked to stand to the side for time out. Younger children may also be asked hold the hand of the supervising staff when outside and stay with them to take time to calm down. Children who have had 'time out' more than twice in one break time, may be asked to leave the yard and take time to calm down inside. Time out in any form must be supervised by a teacher or teaching assistant.

For more serious incidents of inappropriate behaviour

The following are examples of this type of behaviour:

- Racist remarks
- Bullying
- Aggression – verbal and physical
- Deliberate destruction of property
- Use of sexualised behaviour
- Refusing to do as requested by a member of staff.

In these cases, the following sanctions may be issued:

- Internal isolation within Blessed Sacrament
- Internal isolation within another setting
- Exclusion from school for a fixed period

The school will avoid exclusions (both fixed term and permanent) whenever and wherever possible. However, in extreme cases, where behaviour has become violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from receiving their right to education, then a short fixed term exclusion may be implemented.

A return to school meeting will take place before the child returns back into their normal classroom provision following an exclusion. A parent or carer for the child must be present at this meeting.

A permanent exclusion will only be issued if violent and aggressive behaviour is prolonged and every other possible intervention and strategy (including external services) had been exhausted and has failed.

The school will use a mix of teaching staff and support staff to educate children off site (within St Maria Goretti Primary) when an exclusion is for 6 days or more.

Disciplinary power of staff

Teachers, and teaching support assistants, have the power to discipline pupils outside of the school building and the school day.

A member of staff may discipline pupils for behaviour whenever the child is:

- o taking part in a school organised activity
- o wearing a school uniform
- o in some other way identifiable as a pupil of the school
- o behaving in a way which has repercussions for the safety of a member of the public / or another pupil
- o behaving in a way which may damage, or adversely affect, the reputation of the school.

Teachers, and teaching support staff, may confiscate, retain or dispose of any pupil's property at their discretion using their professional judgement. Dangerous items should be confiscated permanently. Other items should be returned if at all possible, once the pupil has agreed not to bring the item into school again. Staff may only search pupils with their permission. Permission will be taken as given if instructions such as 'empty your bag' are followed by the pupil.

Reasonable force

Where a pupil is:

- o in danger of hurting themselves, or others
- o committing an offence
- o damaging property

Staff may use restrictive physical intervention to prevent the situation continuing / escalating. Restrictive physical intervention should only be used where staff believe it is not possible to stop the pupil's behaviour by other means. Training in using restrictive physical intervention will be delivered in school at least every 3 years. The physical restrictive intervention will form part of the induction process for new staff to the school. When a child has been restrained, the appropriate form will be used to document this and a copy kept in the child's behaviour file.

This policy should be applied in conjunction with other school policies, specifically: Anti Bullying, Single Equalities, SEND and the LCC adopted policy on the use of physical restrictive intervention.

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