



RELATIONSHIPS AND BEHAVIOUR POLICY

Mission Statement:

Together, we learn and grow in God's love

Approved by the Academy Council
To be reviewed

Statement of Intent

Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of all. We believe all staff and visitors have an important and unique role to play in Safeguarding, including PREVENT, and Child Protection. The principles of this policy will be applied in accordance with the principles set out in the Child Protection Policy, recognising that the welfare of the child is always paramount.

We are committed to Inclusion and Equality for all. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We welcome and support those seeking sanctuary. Our school endeavours to provide creative and immersive learning experiences for all our children; providing positive and unique personal encounters for all.

We seek to provide a safe and happy environment where all can flourish; where diversity is celebrated and the gift of life cherished.

The policy is based on a review of existing practice (September 2024-July 2025) by the Sacred Heart Senior Leadership Team, wider school staff and Pupil Parliament. The nature of the review recognises the critical importance of pupil voice in establishing an effective and workable policy for the school. It is heavily influenced by the book, 'When the adults change everything changes' by Paul Dix (2017)

The Behaviour Policy also takes into account the DfE 'Behaviour In Schools' (September 2022) guidance, the EEF guidance, "Improving Behaviour in Schools" (October 2021) and Tom Bennett's 'Creating a Culture' (2017). The Policy recognises the School's legal duties under the Equality Act 2010 and respects the needs of all pupils, especially those pupils with SEND. The policy should be read in conjunction with the Sacred Heart Catholic Primary School Inclusion policy (reviewed annually).

RATIONALE AND AIMS

“You can be strict without being nasty, maintain boundaries without cruelty and correct pupils without aggression”. (Paul Dix, Pivotal Education)

‘Let’s stop waiting for the magic behaviour solution. It isn’t coming. The answer lies in the ability of adults to deliver behaviour policy and practice that is simple, highly effective and utterly consistent.’ (Paul Dix, Pivotal Education)

Sacred Heart Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: ‘Safe, Respectful, and Ready.’

The Academy Council and staff at Sacred Heart Catholic Primary School believe that positive learning behaviours are fundamental to success in the classroom for both pupils and adults. Positive behaviour results from excellent relationships between adults and pupils and a well-planned and delivered curriculum that stimulates pupils to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Pupils learn best and feel safe and secure in a stable environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community. Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes our vision, school aims and values. We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles set out the rules, consistent routines and visible consistencies that all pupils and adults follow. Based on the work of Paul Dix, good behaviour is recognised sincerely rather than just rewarded. Pupils are praised publicly and reminded in private.

We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

The Relationships Policy stems from the Mission Statement and aims of the school. It is the manifestation of a Mission Statement which is based upon Gospel values which celebrate life and everybody achieving their full potential.

It is the means through which the caring environment is sustained and in which individuals are valued and encouraged to develop to their full potential.

Behaviour Management is regarded primarily as a positive fostering of self-esteem and self-discipline which acknowledges the value of all the individuals in our school community and the larger communities outside. It has close links with regular and punctual school attendance. All staff are role models for the children and must demonstrate in their interaction with children, colleagues, parents/carers and all those involved with school, a value for individuals shown in courtesy and a willingness to listen.

We believe that the welfare of the children in our care is of paramount importance. The emphasis of this policy is to encourage and reward a positive code of behaviour and support the children in self-management.

At Sacred Heart Catholic Primary School we aim to:

- Build excellent relationships between all members of our school community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all achieve our full potential.
- Ensure all adults and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.
- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that excellent behaviour is a minimum expectation for all.

PURPOSE OF THE POLICY

To provide simple, practical procedures for adults and pupils that:

- Support all adults to understand that there is no such thing as a ‘bad’ child, pupils just sometimes need support and guidance to make the right choices;
- Recognise behavioural norms;
- Positively reinforces behavioural norms;
- Promote self-esteem and self-discipline;
- Teach appropriate behaviour through positive interventions.

FUNDAMENTAL PRINCIPLES

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;

- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

CONSISTENCY OF APPROACH

In implementing this Relationship and Behaviour policy, Sacred Heart Catholic Primary School acknowledges the need for **consistency**.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring “certainty” at the classroom and Senior Management level. Never passing problems up the line, adults taking responsibility for behaviour incidents, seeking support but never delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, adults as role models for learning
- Consistently reinforced rituals and routines for behaviour around the school

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of adults to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

The aims of this policy will be met by everyone observing our 3 School Rules. These are:

1. Be safe

2. Be respectful

3. Be ready

By displaying behaviours linked to following these 3 rules, we will create a safe and positive learning environment which leads to a culture of excellence and success.

We acknowledge that children may need extra help to learn how to behave appropriately in different situations. We will provide this help in a caring and sensitive manner, in accordance with our school aims, vision and virtues. Staff recognise that shouting at pupils is not an effective management tool for behaviour.

All adults every day will:

- Meet and greet pupils on the playground before the start of the school day.
- Always redirect pupils by referring to **'Be Safe, Be Respectful and Be Ready'**
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition system throughout every lesson
- Be calm and "give take up time" when going through the steps, prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record all incidents on CPOMS.
- Never ignore or walk past learners who are displaying dysregulated behaviour.

MIDDLE AND SENIOR LEADERS

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners

- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Regularly celebrate adults and pupils whose efforts go above and beyond expectations.
- Encourage use of positive notes and positive phone calls.
- Regularly share good practice.
- Support adults in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

PUPILS WILL:

- Be safe
- Be respectful
- Be ready

PARENTS / CARERS WILL:

- Encourage independence and self – discipline, to show an interest in all that their child does in school.
- Build good relationships with the school and support the school in the implementation of this policy.

- Make pupils aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

MEMBERS OF STAFF WHO MANAGE BEHAVIOUR WELL:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect. Show 'deliberate botheredness'
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

CONSISTENT, CALM, ADULT BEHAVIOR. NON-NEGOTIABLES EXPECTED FROM EVERY ADULT IN SCHOOL

- Smile. Greet the children.
- Find out what makes our children feel important, valued, like they belong. Reward children for going 'over and above' expectations not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs. Mark moments with sincere private verbal praise.
- Make positive phone calls home at least once every week. Send positive notes at least twice per week.
- Show children their ideas and experiences have real value. 'Catch the good'. Differentiate ways to celebrate achievement- not everyone wants to feel famous, but everyone wants to feel important.
- Class displays that demonstrate high expectations. Make children feel important for the behaviours that they show and not for the behaviours that they can't.
- You can never, ever give enough positive praise, yes, it is hard work, but it makes us all feel very happy.
- Dancing, cheering, singing and using humour are the most effective ways to celebrate something good.
- Make up your own class chants, cheers, dances when you want to catch the good.
- Have fun with your children – make them feel loved and cared for by you.
- **Safe, respectful, ready – should be a mantra, it should cascade through every sentence you speak!**

RECOGNITION AND REWARDS FOR EFFORT

We recognise and reward pupils who go “over and above” our expectations. Although there are tiered rewards, staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. Pupils and staff are recognised for going ‘over and above’ in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Pupils are encouraged to show initiative by playing an active role in making good choices, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

Constant – cheers, shout outs, claps, dancing, music to celebrate, praise, amazement, awe and wonder, show kindness, respect and smile!

Our pupils should feel like there is no other place you want them to be than at Sacred Heart Catholic Primary School.

Rewards at classroom level

- Praise for good choices
- Dojo points
- Recognition board
- Stickers
- Name will be written on the class recognition board
- Positive notes home
- Positive phone call to parents
- Positive visits to DHT or HT.

Rewards at Whole School level

- Virtue award
- Hot chocolate Friday (Every half term for the 2 children in the class with the most dojo points and 2 children who have consistently gone over and above).’
- Positive note sent home
- Special Mention award
- Phone call home from HT or DHT.
- HT Excellence Award Certificate given out in Celebration Assembly half termly.

All staff should refer to the 3 School Rules as the primary form of communication with pupils, linked to expected behaviour. Staff should reward DOJO points (and other suitable rewards) for evidence of adhering and demonstrating the 3 School Rules. When negative behaviour is observed or reported, pupils should be

taught to reflect on which School Rule(s) they have broken, and why the sanction given is appropriate and fair.

DOJO POINTS

Part of the reward system used at Sacred Heart Catholic Primary School, is the allocation of 'Dojo' points to pupils.

Each pupil is a member of one of four Houses. St. Teresa of Calcutta (Blue), St Oscar Romero (Yellow), St. John Paul II (Red), and St. Josephine Bakhita (Green)

Pupils are awarded Dojo points by any member of staff for a positive contribution or improvement to any aspect of school life. The points are collected on a weekly basis by a Year 6 representative of each house team. Points are recorded and certificates and awards are presented at key milestones;

200 Dojo Points- Certificate awarded in class.

300 Dojo Points- Certificate awarded in Celebration Assembly. Parents informed.

400 Dojo Points- Headteacher awards pin badge to the pupil in Celebration Assembly. Parents informed and child added to the HT newsletter.

Class targets are also used in school. Classes achieve a 'class reward' if they reach a dedicated number of Dojo points. These are specific to each class and differ slightly, dependent on the ages of the children.

ATTENDANCE REWARDS

School attendance is a strength of the school. Pupils want to attend and learn at Sacred Heart Catholic Primary School. We recognise outstanding school attendance and record the best class each week with a class reward decided by the class teacher and the class. A trophy is also presented to the best class each week. Termly individual attendance certificates are also presented to pupils in Celebration assembly.

PEER TO PEER RECOGNITION

All children in school have the opportunity to praise or thank their friends. Nomination boxes, lesson feedback and peer assessment are all used to share success and develop a 'team' ethos. Children are also encouraged to 'show' in Celebration assembly things they have achieved out of school.

VIRTUE AWARDS

In line with all other Catholic schools in Leeds, at Sacred Heart Catholic Primary School, we celebrate when children are being virtuous. Certificates are presented in weekly Celebration assembly.

POSITIVE RECOGNITION BOARDS

**"The advertising of poor behaviour to the rest of the class doesn't help, but routinely
advertising the behaviour that you do want does" Paul Dix**

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include "One voice" for classes who constantly talk over each other, "speak politely" to emphasise manners or "hands and feet to yourself," for those who give them to others too

freely. The focus can also relate to learning behaviours e.g. “Accurate peer feedback,” “persuasive language,” or “show working”

When the teacher sees pupils demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

PRACTICAL STEPS IN MANAGING AND MODIFYING POOR BEHAVIOUR

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Adults should always and consistently in every lesson be praising the behaviour they want to see.

Learners are held responsible for their behaviour. Adults in the vast majority of situations will deal with behaviour without delegating. Adults will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given “take up time” in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Stage 1 - Redirection
Positive reinforcement of other pupils around them: “X, thank you for sitting so beautifully.” A visual cue to the child that you want them to make a good choice. This could include: • a ‘look’ • a visual point to what you expect.
Stage 2 - Reminder
A reminder of the expectations Safe, Respectful, Ready delivered privately wherever possible. The adult makes pupil aware of their behaviour. The pupil has a choice to do the right thing. Give take up time. If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 3 – Consequence – 5 minutes from playtime/lunchtime.
If the behaviour still persists: • The pupil is asked to speak to an adult from their class away from the others. • Boundaries are reset – child is informed they will miss part of their playtime. • Pupil is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.

- Pupil is given final opportunity to engage with the learning/follow instructions. At this point, if necessary, to cool down/diffuse situation, the pupil can go to a reflection space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)

Time out in an allocated space within the classroom / just outside the door.

- ❖ Child will miss part of their play time/lunch time. Adult in the class will oversee this and ensure a short restorative conversation takes place.
- ❖ If a child misses part of their playtime, the adult is responsible for logging the incident on CPOMs – under behaviour category and if necessary, communicating with the parents/carers. In the first instance, this communication will be made by class teachers.

Stage 4 – Consequence – 10 minutes from playtime/lunchtime.

If the behaviour still persists:

- The pupil is asked to speak to an adult from the Inclusion Team away from the others.
- Boundaries are reset – child is informed they will miss part of their playtime/lunchtime.
- Pupil is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.
- Pupil is given opportunity to engage with the learning/follow instructions. At this point, if necessary, to cool down/diffuse situation, the pupil can go to a reflection space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)

Time out in an allocated space within the classroom / just outside the door.

- ❖ Child will miss 10 minutes of their play time/lunch time. Adult in the class will oversee this and ensure a short restorative conversation takes place.
- ❖ If a child misses part of their playtime, the adult is responsible for logging the incident on CPOMs – under behaviour category and if necessary, communicating with the parents/carers. In the first instance, this communication will be made by class teachers.

Stage 5 – Repeated behaviors. Personalised approach.

If the behaviour escalates / pupil refuses to move to reflection area, then a member of the SLT is called. This will be the DHT in the first instance.

Internal Referral – Lunchtime duty

If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

- ❖ Whenever an adult is called to support, classroom adults are to log incident on CPOMs – under behaviour category. The inclusion team will add any actions to CPOMs that follow.

❖ Lunchtime duty will take place in the DHT or HT office.
❖ Class teachers must first have a conversation with SLT to inform them of any incidents and their intended outcome for the reflection time.
Non negotiable behaviours
If a pupil displays a non negotiable behaviour, they will automatically spend lunchtime with a member of the SLT. No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal suspension or fixed term suspension. This decision will be made by the Headteacher or the deputy in her absence. • Deliberately not following hygiene rules in place eg spitting, wiping their hands on another person • Sexist / racist / homophobic comment • Swearing • Physical aggression towards a peer • Verbal aggression towards a peer • Rudeness towards an adult • Deliberate damage to school property ❖ The member of adults who dealt with this incident is required to log incident on CPOMs. Any actions completed by the Inclusion Team must be then logged on CPOMs by the Inclusion Team. ❖ After lunchtime duty has been completed, Behaviour Support Worker/SLT will ensure that someone from the class-based team has spoken to the parent/carer to inform them of the incident. ❖ Lunchtime duty will take place in the DHT or HT office. Class teachers must first have a conversation with the Behaviour Support Worker/SLT to inform them of any incidents and their intended outcome for the reflection time.
Stage 6 Violent Behaviours
The following non negotiable behaviour may result in a fixed term or permanent exclusion. • Physical aggression towards an adult • Repeated patterns of aggressive behaviour towards an adult / child • Deliberate and destructive behaviour

Adults will always deliver any of the above consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

TIMESCALES

All incidents of behaviour will be dealt with immediately and where children must 'pay back' lost learning time, this will take place in the following break time. Any child refusing to complete work within the lesson time will be expected to complete it during the next break time. If the pupil refuses to complete a piece of work at break time, the work will be sent home to be completed with parents/carers. At Sacred Heart Catholic Primary School, we believe the parents/carers are the primary educators of their children and staff are there to support and help parents.

EXTREME BEHAVIOURS (WHAT THE LAW SAYS)

School has the right to;

- Screen and search pupils for dangerous weapons without consent.
- Use reasonable force or make physical contact; if a child is at risk of harming themselves, harming others or damaging property.
- Discipline beyond the school gate; for example, when taking part in any school-organised or school-related activity.
- Decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- Inform the police if pupil behaviour is criminal or poses a threat to a member of the general public.
- Inform Social Care if pupil behaviour is believed to be linked to child protection and or incidents occurring in the pupil's home.

EARLY YEARS

We recognise that factors including children's ages, stage of development, home and family circumstances may affect the behaviour in Early years, but an effective Early Years creates a positive atmosphere based on the sense of community and shared values. Sometimes, smaller steps and more detailed nurture will be required to support our youngest children in school. The following additional behavioural strategies are used in Early Years (and Year 1, if appropriate)

- Visual prompts to reinforce expectations. (lanyards etc.)
- Key staff allocated to certain children.
- Recognition board adapted so that children understand the concept of class celebration.
- Wonderful walking and legendary lines are promoted.
- Additional work is completed on routines/expectations and rules.
- Sanctions are adapted to suit the needs and age of the youngest pupils.
- Children are taught how to express feelings and emotions in appropriate ways.
- Pupils are provided with a feeling of security.

BULLYING

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. At Sacred Heart Catholic Primary School, we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend. The school is committed to ensuring that anti-bullying education is an explicit and ongoing part of our curriculum and school culture. To achieve this:

Anti-bullying lessons will be taught explicitly through the curriculum (e.g., in health, wellbeing, citizenship, and pastoral programs).

Key messages around respect, kindness, and inclusion will be reinforced regularly through assemblies, classroom discussions, and school-wide initiatives.

Anti-bullying education will not be confined to a single event or awareness week but embedded throughout the school year.

Staff will integrate anti-bullying strategies and discussions into daily teaching and interactions, modeling positive behavior.

Students will be given ongoing opportunities to practice conflict resolution, empathy, and digital citizenship skills.

All bullying incidents are treated seriously and the appropriate action is taken to educate both the bully and help the victim.

Types of bullying include;

- Physical
- Verbal
- Emotional
- Racist
- Sexual
- Damage to property or theft
- Homophobic
- Transgender
- Cyber
- Child on child
- SEND
- Prejudice-based (identity)
- Discriminatory

CHILD ON CHILD ABUSE

Child on child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online. Child on child abuse is most likely to include, but may not be limited to;

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may stand alone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

- Up-skirting
- Consensual and non-consensual sharing of nudes or semi-nudes and/or videos.
- Initiation/Hazing type of violence and rituals

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOL

Sexual violence and sexual harassment is never acceptable and will not be tolerated. Sexual violence and sexual harassment can occur between 2 children of any age/sex, through a group of children harassing a single child or group of children, or online between a group of children or by an individual. Appropriate external support will always be sought with cases of sexual violence and or sexual harassment in school.

EXCLUSIONS

For very serious offences (please see non-negotiable behaviours), the head teacher will consider exclusion in line with statutory guidance. Parents/carers will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the pupil returns to school at a reintegration meeting. Exclusion is always a very last resort.

Internal Exclusion

The Headteacher can choose to internally exclude a child. The child will have no contact with their own class or friends. They will also not have access to their own playground, extra-curricular activities or enrichment activities. The child will be set work by their class teacher; this will usually be completed in an alternative classroom.

Fixed Term Exclusions

If a child seriously breaches the school's behaviour policy and if the child remaining in school could seriously harm the education or welfare of the child, or others in school, the Headteacher may take the decision to exclude the child for a fixed period of time. Work will be provided for the child to complete at home. All fixed term exclusions will be in-line with the Trust and Local Authority protocols. They will generally follow the pattern of - 1 day, 2 days, 3 days, 5 days, 8 days, with a maximum of 45 days within an academic year, after which permanent exclusion will be considered, in full consultation with the Trustboard.

Exclusions of any kind will only be used as a last resort or in exceptional circumstances and Governors will always be informed.

Permanent Exclusions

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. The Governors at Sacred Heart Catholic Primary School, support this stance and all policies and procedures are in place to support inclusion of all children.

SPECIFIC RULES FOR OUTDOOR LEARNING, BREAKTIMES AND LUNCHTIMES

We have some specific rules that apply to when the children are working and playing outside. These help to ensure all staff are consistent and effective in managing behaviour. We recognise that most low-level incidents occur when the children are outside of the classroom setting.

- When the whistle is blown, we stand still and stop playing games.
- If an adult is speaking we are silent.
- At the second whistle, we walk to our lines silently.
- Only playground monitors are allowed to tidy away equipment, unless a member of staff directs other children to help.
- All playground equipment must be tidied away after every breaktime.
- We tell an adult on duty if we are hurt, sad or lonely.

Our reward system is continued at breaktimes and lunchtimes and **all staff** are responsible for promoting positive behaviour (referencing the 3 School Rules). Stickers, Dojo points and positive praise should be used by all staff on duty. Pupils who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short reflection time in the reflection area. Serious incidents of non-negotiable behaviours should be addressed by adults and referred to a member of the Inclusion Team.

Class teachers should be informed if any incidents have occurred at breaktimes or lunchtimes by the member of staff on duty. Only as a last resort are children sent directly to the DHT or HT.

RESTORATIVE PRACTICE

Sacred Heart Catholic Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Staff use carefully scripted phrases to promote good behaviour. Any form of humiliation or sarcasm is not acceptable. Cooling off periods are used to help pupils to recover from highly stressful or upsetting experiences.

RECORDING UNACCEPTABLE BEHAVIOUR

All members of school staff have access to CPOMs and record incidents of inappropriate behaviour using their individual login. Staff provide details of the incident and the actions taken. Members of the SLT and the Inclusion Team are able to monitor and review actions by other staff members.

SLT

If behaviour is consistently poor as shown by internal referrals, CPOMs logs may become a cause for concern and a formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour. If appropriate, a positive behaviour plan will be implemented to support the child to make good choices in line with our behaviour policy.

GETTING THE BASICS RIGHT – ENSURING VISIBLE CONSISTENCY

These simple consistencies are key to the success of the policy and need to be adhered to by all adults

At the start of the day	All adults will greet the pupils outside and at the classroom door.
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Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring pupils are ready to go into class.
Transition	Pupils are expected to walk calmly and quietly in the corridors.
Lunchtimes	Pupils eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Pupils ensure they have cleared their space when they have finished eating. All adults are proactive in responding to incidents.
End of the day	Once the pupils have their belongings, they can work calmly on their end of day activity before being dismissed. Adults say goodbye to pupils. Visible presence by SLT

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Whether to discipline pupils regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of adults authorised by the Headteacher) in conjunction with DfE guidance. If sanctions are deemed necessary, they will be applied in line with the Relationships Policy. The Academy Council strongly believes that for pupils of primary school age, it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school and on social media and mobile devices.

SEARCHING PUPILS

The Headteacher and adults authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of adults. The Headteacher and adults authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

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

Any article that the member of adults reasonably suspects has been, or is likely to be used to:

- Commit an offence

- Cause injury or damage
- Any item banned by school rules

School adults can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Adults carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of adults.

POSITIVE HANDING AND REASONABLE FORCE

Sacred Heart Catholic Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. Key adults at Sacred Heart Catholic Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

PROCEDURE IN THE EVENT OF A CHILD RUNNING AWAY FROM AN ADULT

If pupils run out of class or the building and do not respond to requests to return, parents/carers will be called and asked to come to school. Adults will not chase pupils as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

EQUALITY

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of adults will discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For pupils with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an Individual Provision Map outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place for pupils who are not able to access full days in school
- Pupils on reduced timetables will be reported to the Governors and the primary objective is for these pupils to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities eg. attending school trips but only if the behaviour is dangerous and the child is not able to keep themselves or others safe.

SUPPORTING PUPILS WITH SEND

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND, their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Pupils who are showing challenging behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IPM and met with the SENCO/. Teachers need to use these to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IPM which will be monitored by the SENCO. A pupils triggers for negative behaviour need to be on their IPM so that everyone can be aware of these.

QTS who are preparing their classes to be covered by someone else must ensure plans and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. QTS will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that pupils with SEND that might exhibit to try and communicate with you:

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults- following and asking repeated questions. This might be for more reassurance that they doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured

PARENT CONCERNS

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either by making an appointment at the classroom door with the teacher or calling the school office to make an appointment.

If, after talking with teachers, parents/carers are still not satisfied, an appointment should be made with a member of the Inclusion Team. If the concern is still not resolved, an appointment should be made with the

deputy headteacher and then finally the headteacher. If parents are still not satisfied then they should follow the complaints procedure.

ACADEMY COUNCIL

The Academy Council has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Head Teacher has day-to-day responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

RELATED POLICIES

- Keeping Children Safe in Education 2024
- Home School Agreement
- DfE guidance – Beyond the School gate

https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf A guide for headteachers and School Adults.pdf

- DfE guidance – Searching, screening and confiscation

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

- <https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Sacred Heart Catholic Primary School Care and Control Policy
- St Gregory the Great Attendance Policy

Our School Mission Statement

Together, we learn and grow in God's love.



Rules

**Be Safe
Be Respectful
Be Ready**

**'Together, we learn and grow in God's love'
Students who have the confidence to pursue all possibilities.**

Over and Above

1. Exceeding our school virtues
2. Effort - always striving for Excellence and Enjoyment.
3. Using initiative

- Praise
- DOJO points
- Positive note
- Phone call home
- Stickers
- Recognition board

Children

**Scripted intervention
noticed that you
(having trouble getting started)
not showing our...(3 rules)
choosing to....
of that you need to...(move
ner table)
remember when...(refer to
s positive behaviour)
who I need to see today.
you.**

Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Appendix 2 – Staff Scripts

De-escalation script

Name.....

I can see something is wrong.

I am here to help.

Talk and I will listen.

Come with me and

30 second scripted intervention

I have noticed that you are...(having trouble getting started)

You are not showing our...(3 rules)

You are choosing to....

Because of that you need to...(move to another table)

Do you remember when...(refer to previous positive behaviour)

That is who I need to see today. Thank you.

The 30 second intervention

The 30 second intervention is designed to be a planned and predictable and safe way to send a clear message to the child:

“You own your behaviour. Your poor behaviour does not deserve my time.

You are better than the behaviour you are showing today (and I can prove it!)”

Immediately reminding the child of a previous example of their personal discipline / good behaviour / achievement is the key to the scripted response.

Following this, thank the child for listening and move away, leaving the child to their choice.

Appendix 3 – Restorative Practise

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?