



Behaviour Policy

Reviewed: May 2026

Next Review Date: September 2028

Statutory Policy: Yes

Required on Website: Yes

Approved By: Local Governance Committee



Sacred Heart Catholic Primary School

Behaviour Policy

Mission Statement

Growing Together,
Learning Together,
Achieving Together in Christ

Rationale

Sacred Heart Catholic Primary School believes that the Catholic ethos of our school is central to creating an environment which allows pupils to develop and maintain high standards of behaviour and academic achievement. Staff and parents & carers play a fundamental role in helping every child to grow in self-discipline and self-confidence in an environment where safety, fairness and care prevail.

Parents & carers, as the first educators of children, play a key role in instilling an understanding of positive behaviour and discipline.

As educators, the quality of relationships and quality of teaching and learning is of the utmost importance. The aim of Sacred Heart Catholic School is to:

- Enable teachers to teach and pupils to learn
- Raise self-esteem and promote pupil confidence
- Provide a harmonious atmosphere and co-operation between pupils and adults
- Encourage self-discipline and responsibility towards people and property
- Develop understanding of, and a tolerance towards various races, religions and cultures

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and our policy on rewards and sanctions regarding pupils' behaviour. It also contains our policy on exclusions.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate, any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

1. Policy Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour

2. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not following reasonable, age-appropriate adult instructions
- Poor attitude towards learning
- Non-completion of classwork
- Not speaking respectfully to adults and peers

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Sexual violence and harassment
- Vandalism
- Smoking
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person)

3. Roles and responsibilities

The local governance committee are responsible for:

- Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation
- Reviewing and approving this behaviour policy

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (Arbor) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The SENCO is responsible for:

- Advising members of the Senior Leadership Team regarding reasonable adjustments of the school behaviour policy that may be required for SEND students.

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents & carers where possible should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents & carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

4. School behaviour curriculum

Our School Values

Sacred Heart Catholic Primary School has three simple values which must be followed at all times:

Be Ready

Listen carefully to the teacher

Work hard at all times

Be in the right place at the right time

Have the resources needed to complete work including PE kit, homework and reading books

Be Respectful

Have good manners

Hold the door open for adults

Listen to others

Look after our school environment and resources

Be Safe

Walk around school calmly

Play safely without hurting others

Only go where you have been given permission

Use equipment sensibly

Pupil Expectations

Pupils are expected to follow our school's Code of Conduct which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner
- Arrive to school and lessons on time and fully prepared
- Follow reasonable instructions given by school staff both in the classroom and on the playground
- Behave in a reasonable and polite manner towards all staff and pupils
- Follow classroom rules and procedures
- Show respect for the opinions and beliefs of others
- Complete classwork and homework as requested

- Report unacceptable behaviour
- Show respect for the school environment

The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up sensibly when entering or leaving the classroom or school premises
- Sit appropriately on chairs and carpets/hall floors
- Use appropriate voice levels and language, including manners
- Raise their hand when they wish to speak in class or during assemblies
- Model good behaviour to other pupils
- Work as a team and others' views, beliefs and faiths

5. Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the three school values, Ready, Respect and Safe in classrooms and around the school environment
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Responding to good behaviour

The school recognises that pupils should be rewarded for their display of good behaviour.

The school will use the following rewards for displaying good behaviour:

- Verbal praise
- Certificates
- Head Teacher Awards celebrated weekly at Celebration Assembly
- Prizes
- Stickers awarded by teacher and other adults across the school
- House point reward system
- End of term whole-house awards (extra playtime)
- Catholic Social Teaching Certificates awarded weekly

Unacceptable behaviour

Unacceptable behaviour will not be tolerated at the school.

Breaking any of the rules laid out in our Code of Conduct will lead to sanctions and disciplinary action.

Sanctions

Where pupils display serious aggression and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take immediate action.

We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.

Teachers will use their professional judgement when issuing sanctions, taking into account whether the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will discuss the behaviour with the pupil to ensure that the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil.

Any member of staff who witnesses a display of unacceptable behaviour, or who witnesses any sanction to a pupil, must report this on the school's behaviour incident log (Arbor).

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interests of the pupils within the school.

Actions taken for breaking a rule:

- Initially, teachers deal with minor disruptions in class with a verbal reminder of the school values - Ready, Respect and Safe
- Disruption of the class a second time results in a further verbal reminder and the pupil may be asked to move seats
- If disruption continues, pupil receives a restorative talk with the member of staff. The pupil will also receive a playtime sanction, e.g. standing with a member of staff on playtime duty or completing unfinished work in class with a member of staff
- If disruption continues, SLT will speak to the pupil regarding behaviour expectations, and they may spend some time out of class completing their work with SLT
- If disruption persists over a longer period of time, then Head Teacher or Deputy Head Teacher will phone parents & carers to inform them of continued breach of the pupil Code of Conduct and to formulate a behaviour plan
- Continued disruptive behaviour, in breach of the agreed behaviour plan, may result in external exclusion
- Pupils are able to reverse the warning procedure by displaying exemplary behaviour

If a serious misdemeanor occurs it will be dealt with immediately which could result in an immediate internal exclusion or external exclusion

Support for pupils who have displayed inappropriate behaviour

Children who are unable to learn effectively because of their behaviour or who persistently prevent others from learning may benefit from support from other agencies. We will consult fully with parents & carers if we believe this would be beneficial.

Exclusions

Exclusions guidance is based on the Local Authority and DfE guidance and current legislations, which sets out responsibility of Head Teacher, local governance committee and LA.

Fixed period exclusions will not be used if there are alternative solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move).

Only the Head Teacher has the authority to exclude and will notify parents & carers within one school day by telephone or letter.

Detailed records of incidents are kept and exclusions reviewed by the local governance committee.

Exclusion will only be used for serious breaches of school policy.

For a fixed period exclusion of more than 5 consecutive days, the school will provide full-time education. Details will be specified for pupils from day 6 in the note to parents & carers. Parents & carers will be required to attend a re-integration interview regarding pupil's fixed period exclusion.

Permanent Exclusions

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil.

This can arise from an accumulation of fixed-term exclusions or as a result of a very serious one-off offence.

Exclusions will not be used for:

- Minor incidents
- Poor academic performance
- Non-attendance, lateness

Effective management of children's behaviour

All instances of inappropriate behaviour should be recorded on the school's incident log (Arbor). Persistent inappropriate behaviour must be discussed with the SENCO.

- Factual notes should be maintained of any incident on the school's incident log
- The SENCO will contact parents & carers to invite them to meet with the class teacher to develop an action plan and review date if necessary. Action records must be maintained throughout the procedure
- A behaviour book may be set up which is sent home on a daily/weekly basis for parents & carers to sign and make comments
- If the action has been unsuccessful then the SENCO will refer the child to the Behaviour Support Service with the permission of the parents & carers
- Recommendations made by any External Agencies and continued consultation with parents & carers will form the next steps
- If behaviour continues to be difficult, and causes extreme disruption, the child can be referred for an Educational Health Care Plan. Involvement with parents & carers, SENCO and Education Psychologist is required for this procedure.

Restrictive Intervention and Reasonable Force

Reasonable force may be used if appropriate. This may be necessary for self-defense or because there is a risk of injury or damage to a person or property. Examples include:

- A pupil attacking a member of staff or another pupil
- When pupils are fighting
- When a pupil is running in school and may cause an accident
- If a pupil is likely to injure him or herself and others

- A pupil attempts to leave school
- When a pupil seriously disrupts a lesson or refuses to do something asked of him or her

Using reasonable force

- Ask pupil to stop the behaviour and explain clearly what will happen as a result
- There must be a teaching member of staff present
- Restrain the child using reasonable force. This may be:
 - Physical interposing between pupils
 - Blocking a pupil's path
 - Holding
 - Pulling gently
 - Leading a pupil by the arm
 - Moving a child away by placing a hand on the centre of the back
 - Using more restrictive holds if the child is using force
- Act calmly and efficiently
- Reassure the child that physical restraint will stop as soon as it ceases to be necessary
- Immediately after the incident, or as soon as possible afterwards, record on an incident log
- The Head Teacher will send the incident log to parents & carers, and a follow-up discussion will take place

Authorised staff

Teachers are authorised to use reasonable force and restraint. Teaching assistants are authorised to use reasonable force and restraint if necessary.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This can include:

- Taking part in any school-organised activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions should only be given on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. school organised trip).

School Policies

This Behaviour Policy should operate in conjunction with policies for:

- Equality Information & Objectives
- Anti-Bullying and Cyber Bullying

- Safeguarding and Child Protection Policy
- Restrictive Intervention and Reasonable Force Policy
- Attendance
- SEND and Inclusion
- Complaints
- Online Safety

MONITORING AND EVALUATION

The policy will be reviewed on a regular basis.