

Sacred Heart Hindsford R.C. Primary School

Behaviour Policy

September 2020 School Re-opening



Policy written by L. Delargy – Deputy Head Teacher
Policy updated:

February 2019
September 2020

Accepted by Governors: *J. Carter* signed (chair)
J. McDermott signed (Head)

Shared with staff: date: February 2019
September 2020

**By living out our Catholic faith
TOGETHER
we ENCOURAGE
and ACHIEVE**

"I have called you by name"

Therapeutic Behaviour Policy

At Sacred Heart we endeavour to have a consistent approach to behaviour which is known and followed by all staff and pupils.

The approach will be revisited and evaluated each half term.

AIMS: Positive recognition, importance and sense of belonging.

Class Dojo

At Sacred Heart we use Class Dojo in supporting children to adhere to the Therapeutic Behaviour Policy.

The appropriate year group class page will be displayed on the IWB. Each child will have their own image which is instantly recognisable.

All children will begin on 3 points as we **expect all our children** are able recognise the importance of Sacred Heart TEAM ethos.

Expectations

TOGETHER EVERYONE ACHIEVES MORE – all children are ready to learn, are respectful of the needs of others and all ensure a classroom environment which is safe and conducive to learning.

At Sacred Heart we recognise that children need to know what is expected of them if they are to be successful. Clear expectations help to create a positive learning environment and simple rules and routines set out clear expectations.

A consistent empathetic approach is necessary to ensure expectations are the same for the majority of children. (This will be adapted as appropriate for children with additional needs.)

Each classroom has the school Code of Conduct (ethos) clearly displayed in both photographs and words to reinforce expectations.

We endeavour to catch and praise all good behaviour using gestures, facial expressions and actions to emphasise our words.

Sanctions

At Sacred Heart, children **choose** to lose their class dojo points by not adhering to the school ethos.

If they lose their **1st dojo point** - Speak to the child and recognise difficulties without blame:

- Use the child's name and gain eye contact;
- Ask for the behaviour you want;
- Remind them what they should be doing;
- Remind them of the rewards and sanctions;
- Mean what you say and carry it through.

If they lose their **2nd dojo point** - Discuss the loss of the point **privately** using firm but empathetic (non- confrontational) language:

- I noticed you are having trouble with ...
- It was the rule about...
- I am listening, but I want you to...
- I understand that you may be cross but ...
- You have chosen to lose your premiership point because ...
- Do you remember when ...
- That's what I need to see today.
- Thank you for listening.

If they lose their **3rd dojo point** - Give the child time to consider their actions by losing a break time for a **Restorative Conversation** with member of SLT:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected? How?
- What should we do to put things right?
- How can we do things differently in future?

Recognition Board

At Sacred Heart we recognise children who go over and above expectations e.g. exceptional work ethic, determination to succeed, awareness of the needs of others etc.

Each classroom has their own version of a recognition board:

- Displayed in each classroom;
- Children's names added when being recognised for going **over and above** everyday expectations i.e. code of conduct;
- Name displayed and changed on a weekly basis;
- Children who are recognised for **effort** not achievement;
- Celebrated regularly and particularly when all children get their names on the board. **(Loud and proud.)**

Staff should triangulate i.e. ensure other members of staff know about the children on the board so that they can also recognise their effort and can comment on it in afternoon topics.

A recognition board is also to be placed in the dining hall – to maintain high expectations where staff will choose 3 children within each key stage.

Rewards for recognition:

- **Hot Chocolate Friday in class.**

Rules and Routines

Registration Routines

Children enter the classroom quietly and are greeted by the adults. Expected activities are begun immediately and independently. These are displayed on the board or pictorially within class, dependent on age and ability of the children. Children are expected to work quietly and sensibly. (Music optional)

Lessons

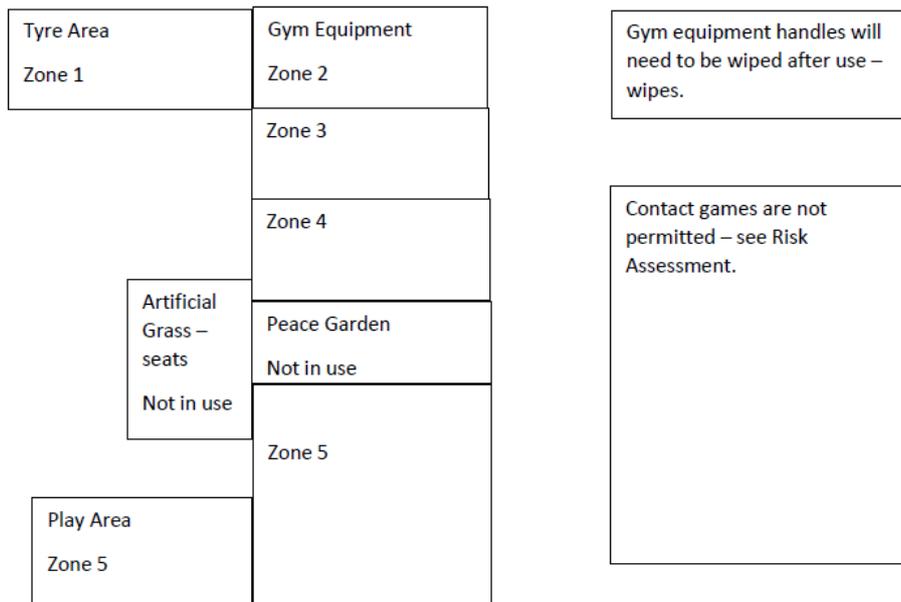
Children enter the classroom quietly when greeted by the teacher or other adult. Begin each lesson explaining T.R.O.G.S.

- Time and task
- Resources
- Outcomes
- Grouping
- Stop

Stop signal is a countdown from 5 which informs the children it is time to stop, put down equipment, and stop talking to look and listen the adult.
 Punctuate the countdown with positive reinforcement.
 Children should always be encouraged to move around or leave the classroom in groups to ensure classroom remains safe and calm.

Break Time Routines

The Playground will be sectioned off into zones.



Key Stage 1

Timings

- Year 1 – 10.35 – 10.50 and 2.15 pm – 2.30 pm
- Year 2 – 10.35 – 10.50 and 2.15 pm – 2.30 pm

An adult (teacher or TA as appropriate) will support children as they sanitise their hands and then escort them to the toilet and to collect coats.
 Children will then return to class to create a 'lovely line'.

Children must be supervised at all times (particularly when visiting the toilets).

Any adult who is on playground duty, needs to be present on the playground before the children leave the classroom to go outside.

When ready, the children will be supervised as they exit through classroom door and as they walk onto the playground to the appropriate zone.

		Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
Monday		Year 1	Year 1			Year 2
Tuesday		Year 2	Year 2			Year 1
Wednesday		Year 1	Year 1			Year 2
Thursday		Year 2	Year 2			Year 1
Friday		Year 1	Year 1			Year 2

Children will be supervised as they return to class through main hall door where they will sanitise their hands and wipe their feet before walking along the corridor and return to class.

Key Stage 2

Timings

- Year 3 - 10.15 – 10.30 and 1.45 pm – 2 pm
- Year 4 - 10.15 – 10.30 and 1.45 pm – 2 pm
- Year 5 - 10.15 – 10.30 and 1.45 pm – 2 pm
- Year 6 - 10.15 – 10.30 and 1.45 pm – 2 pm

An adult (teacher or TA as appropriate) will support children as they sanitise their hands and then escort them to the toilet and to collect coats.

Children will then return to class to create a '**legendry line**'.

Children must be supervised at all times (particularly when visiting the toilets).

Adults **must** escort the children to the corridor and encourage '**legendry lines**' and '**wonderful walking**'.

Children walk on the left and adults **insist** on quiet, indoor voices.

Children should be supervised as they walk out, to the appropriate zone, sensibly whilst maintaining '**legendry lines**' and '**wonderful walking**'.

Staff should remain in corridors until **all the children** have been escorted outside.

	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
Monday	Year 3	Year 4	Year 4	Year 5	Year 6
Tuesday	Year 4	Year 5	Year 5	Year 6	Year 3
Wednesday	Year 5	Year 6	Year 6	Year 3	Year 4
Thursday	Year 6	Year 3	Year 3	Year 4	Year 5
Friday	Year 3	Year 4	Year 4	Year 5	Year 6

Behaviour Management

- Adults position themselves where they have an overview of all of their zone.
- Any outdoor play equipment needs to be managed effectively e.g. children line up and take turns.
- Children are not allowed to play in Key Stage 1 outdoor area during breaktime.
- Adults **do not** engage with one particular group of children (we are not their 'playmates' we are there to supervise **all** children).
- Adults refrain from holding hands etc. with children unless for behaviour management.
- Adults intervene and manage behaviour issues immediately. Ensure messages are understood by the children (children have to be aware that adult's instructions should be respected and followed without questioning).
- Any disrespectful language or actions need to be addressed by the adults on the yard and reported to SLT.
- For any minor behaviour issues, the children remain by the side of the adult for the remainder of break time.
- Any major issues e.g. danger of injury to themselves or others, then children need to report to SLT.

End of Break Time Routines

Ring bell 5 minutes before the end of break to ensure all children are lining up and back into class in good time.

Children will be supervised as they return to class through main hall door where they will sanitise their hands and wipe their feet before walking along the corridor and return to class.

TA's should manage the **legendary lines** and escort the children back into school, insisting on **wonderful walking**.

After break, as the children return to classes, **all staff** need to be on alert to listen for corridor noise. Intervene wherever and when appropriate.

Staff should be present to welcome children back into class.

Children enter class when invited by the adult.

Dinner Time Routines

Timings

	Meal times	
Reception	12.45 – 13.15	Usual lunchtime routines
Year 1	12.15 – 12.40	
Year 2	12.15– 12.40	
KS 2 FSM + choosing Mellors	11.45 – 12.10	Mrs Jones to supervise the eating in the hall. Teaching assistants to supervise the eating in class. Teachers on a rota during Thursday lunchtime

	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
KS 2	See Playtime Rota				
12.10 – 12.45	1 x TA for Zones 1 / 2				
	1 x TA for Zones 3 and 4				
	1 x TA for Zone 5				
KS 1	See Playtime Rota				
12.45 – 13.30	1 x TA for Zones 1 / 2				
	1 x TA for Zone 5				

Behaviour Management

At lunchtime, an adult (teacher or TA as appropriate) will support children as they sanitise their hands and then escort them to the toilet and to collect coats.

Children will then return to class to create a '**legendry line**'.

Children must be supervised at all times (particularly when visiting the toilets).

Adults **must** escort the children to the corridor and encourage '**legendry lines**' and '**wonderful walking**'.

Children walk on the left and adults **insist** on quiet.

When invited, the children enter the hall **quietly** and **walk** in one straight line to the benches to wait to be served.

Noise levels need to be managed by the adults on duty. **(Indoor voices).**

If necessary use 5 – 0 countdown and insist all children face the adult before reminding them about appropriate voices.

Children remain in their designated seat until they have attracted the attention of an adult.

Implement behaviour policy, Steps 1, 2 and 3, for any children who display unacceptable behaviour e.g:

- table manners
- disrespectful to children or adults
- out of seat without permission
- loud inappropriate voice or silly noises
- health and safety concerns e.g. running, use of cutlery

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