

Sacred Heart RC Primary

Positive Behaviour Policy (Therapeutic Intervention Policy)

Headteacher: Mrs P Dungworth

Chair of Governors: Mrs R Taylor

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Next Review Date April 2026

Positive Behaviour Policy

Introduction

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the “whole child” whilst enabling them to reach their full potential.

Objectives

- To provide a framework that is trauma-informed and inclusive, ensuring that it is appropriate for all children at our school
- To create a therapeutic ethos in school whereby every member of staff responds to children’s behaviour and emotions with insight and understanding based on neuroscience and trauma-informed techniques
- To create a nurturing, loving environment where children are not punished for having big feelings but instead are guided through them
- To develop self-aware, empathetic and reflective thinkers whereby children are learning from their difficult feelings and behaviour and developing their emotional intelligence
- To support children through their difficult feelings and behaviour with the intention of teaching and guiding them through how to manage the same feelings/ situation differently next time
- To respond to children with connection and understanding rather than disconnection and rejection with the awareness that this will help create an opportunity to learn and for behaviours to change
- For all children to feel safe in our care, especially when they are overwhelmed with their feelings
- To develop positive mental health and wellbeing through this approach

Rules

- All rules are communicated regularly to children and displayed in classrooms
- Rules are communicated through connective language and are aimed to build a relationship culture within the classroom/school
- Rules are framed positively to maintain connection such as “We look after each other”, “We respect each other”, “We listen to each other”, “We keep each other safe”
- We refrain from using the buzz words ‘no’, ‘don’t’, ‘can’t and ‘stop’ because we are aware that these words can often shut down a child causing them to respond with defence and can result in their rational brain being unable to learn from the support given

Rewards

- Rewards are given in real-time in most situations, we avoid using rewards as a bargaining tool for behaviour. Instead, we offer real-time rewards such as stickers on books when we see good work/ good behaviour and verbal positive acknowledgements “You have worked really hard on that.”

- We acknowledge positive behaviour and working hard with reflection rather than rewarding to reinforce reflective thinkers who want to achieve for themselves and not for a reward.
“Abdul, you worked on that, even though it was a challenge for you at first.”
- We use appreciative comments with the children which are specific to the child and create a feeling of respect and value. Adam thank you for sitting calmly today”
- We acknowledge positive changes to behaviour, emotional intelligence skills and empathy with our Headteacher wellbeing award. This acknowledges when children have worked hard to use self-regulation skills taught in their PHSE lessons and as a response to therapeutic teaching support from the staff after behavioural incidents
- Our weekly Catholic Social Teaching Awards recognise those children living the Gospel values through their actions towards each other.

Strategies

Throughout the school we always aim to concentrate on the positive behaviour displayed by children and celebrate the excellent behaviour that permeates throughout our school. By focusing mainly on the positive it is hoped that others will see the rewards given to those who demonstrate good behaviour and imitate their behaviour.

Connection and regulation procedure

Step 1	Therapeutic response given NAME FEELING BEHAVIOUR ENCOURAGE	Respond therapeutically with connection, empathy and insight into the brain. This will help shift a child’s overwhelmed reptilian brain into rational brain which will help them think and reflect.
Step 2	Offer a BOUNDARY (either a limitation or a responsibility) Offer a TEACH statement (If ready to hear this)	Create opportunities to take responsibility for their actions and learn through setting boundaries.
Step 3	Calm time Or Thinking time (OR both)	Re-define ‘punishment’ and create the opportunity to self-regulate and reflect instead.
Step 4	Ongoing Consistency	Create trust, reliability and security through consistency.

Step One: Therapeutic Response Given

Staff will respond to a child's difficult feeling or behaviour incident calmly using a therapeutic response. They will follow the above steps and help the child to understand how they are feeling. This will help the child feel understood, noticed and heard. We acknowledge that although the child may have made a mistake or done something wrong, we are aware that there was a trigger to make this happen and that is often an overwhelming feeling. We need to help the children to recognise and understand this before we focus on the behaviour incident.

Step Two: Boundary

In response to difficult behaviour, we will put a boundary in place. This will either be in the form of a responsibility, whereby we ask the child to make amends for what they have done by picking up what they have broken and fixing it for example or helping put things right. Or a limitation will be put in place, where something they were going to get is taken away. Such as iPad time or football. We are aware that sometimes a child will need some calm time or thinking time (Step three) before they can fulfil the responsibility, we have asked them to do.

Step Three: Calm Time

We are aware that when children display difficult behaviour, they are often also experiencing overwhelming feelings. At Sacred Heart RC we want to teach the children how to calm down and manage their big emotions. We may ask the children to have some calm time to help them to do this. Children will be able to listen to calming music, do some quiet reading or construction to help them learn to self-regulate and manage their emotions. We acknowledge that children need to feel calm enough before they can learn how to change their behaviour and react differently next time.

In the event of a child who is extremely overwhelmed, kicking, hurting others and very angry, we will help the child to calm down through using therapeutic thinking time. This replaces the conventional time out. Thinking time is where one of our members of staff will sit with the child and calmly count to 20. They stay with the child throughout this process to help them regulate their emotions. This is not a punishment whereby we reject the child and send them away, instead we sit with them and help them to manage the very overwhelming feelings. Children will be expected to sit with the member of staff until they have finished counting to 20 without fighting or moving away. This is not a confrontational method and will respect that the child is already angry. When the child has calmed down, they will be offered some further calm-time before asking them to make amends for their behaviour through a limitation or responsibility (as mentioned above).

Step Four: Consistency

This approach will be followed by every member of staff in school and appropriate training will be given. Children at Sacred Heart RC deserve to feel safe and secure, especially when they find a situation or feeling hard for them in school. We aim to ensure our approach is consistent to communicate that we are here to support them both academically and emotionally. This is part of their PHSE development and will help them to develop positive wellbeing and mental health.

Internal calm space (Exclusion process)

In some cases of exceptionally difficult behaviour, we will provide internal calm space for our children. This will provide them with an opportunity to self-regulate and reflect on their emotions within the school but away from the rest of their class. This is not a form of rejection but rather an acknowledgement that they are struggling more than usual and need more help to calm down. Our Calm Space will give them opportunities to reflect on their behaviour and focus on their wellbeing for a period of time which will be decided by the Head Teacher.

Colour Monster and The Zones of Regulation:

In our EYFS the children are introduced to the colour monster and how to identify their feelings at an age-appropriate level and communicate these confidently to adults and each other.

In years one to six, this is developed further and pupils are taught The Zones of Regulation which supports children to expand their emotional vocabulary and gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. Children are taught to identify which of the four zones they are in and how to make positive choices within a safe and supportive environment so that they can be in a calm and happy state and ready to learn.

SEND and Younger Pupils

If a child has additional needs or for some younger children, the teacher will use their professional judgement to decide if the child fully understands their actions and the consequences and the teacher will adapt accordingly or use an alternative behavior strategy after discussion with the Special Needs Co-coordinator and Leadership team.

In the rare case where a child may pose a risk to themselves or others, physical intervention may be deemed appropriate. In these cases, we will review each incident under the following criteria:

- Balance of risk
- Professional judgement
- Reasonable, proportionate and necessary intervention required

In cases where physical intervention has been necessary, actions will be reviewed, recorded and discussed with parents. We will always seek additional advice and support from external advisers and professionals to ensure the safety of all. We follow the Rochdale Borough Council Guidance on "Care and Control".

Sanctions:

At every stage of the above process, staff will aim to have a '**restorative conversation**' with the pupils to support them and prevent escalation.

Staff at Sacred Heart RC have agreed that pupils will be **praised in public and rebuked in private** and that everyone's **dignity** will always be respected.

Staff manage children effectively, using approaches which are appropriate to pupils' age and needs in order to engage them effectively. For example, pupils with SEND or who are dysregulated may be further disadvantaged by losing their playtime and the opportunity to decompress and regulate.

For some children it may be more appropriate that they complete their minutes towards the end of break time so that they are settled ready for the next lesson.

When children lose minutes from their break, they are taken to their own classrooms by the teacher or TA where there is quiet music on and an appropriate calming image on the screen. At this point children should also be given the opportunity to repair.

Minutes are lost from playtime for negative behaviour but not for:

Unfinished work

Missed homework / unsigned reading logs

Children to complete unfinished work

Persistent Poor or Extreme Behaviours

The behaviour at Sacred Heart RC Primary School is very good and severe/extreme behavior will not be tolerated.

Children who display extremely aggressive, disrespectful, violent behaviour or behaviour which is deemed as a danger to others will, with the knowledge of a school leader, go to a safe space outside of the classroom.

Other serious incidents such as stealing or vandalism of school property will result in immediate progression to the meeting with parents and key stage lead.

The Headteacher or deputy will be informed.

The following are examples of behavior that would lead straight to removal to a safe space:

- Fighting
- Deliberate bullying – verbal or physical
- Aggressive/threatening behavior to other children or adults
- Abusive language directed at an adult
- Stealing, vandalism of school/others property
- Refusal to leave the room if behavior is too disruptive

Extreme Behaviours / Breaches of Policy

- If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body.
- A case conference with parents.
- Permanent exclusion, after consultation with the Governing Body.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.
- Unfounded and unsubstantiated allegations against staff.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away. E.g. the possession of a dangerous weapon or illegal substance will result in immediate confiscation and the direct involvement of the police. The searching of pupils and subsequent confiscation of items will be carried out in accordance with the DfE advice issued in 'Screening, Searching & Confiscation' document (DfE- 00056-2011).

Recording Incidents of Difficult Feelings or Behaviour

Difficult feelings or behaviour should be recorded on CPOMS (school's electronic safeguarding log) under the category of Behaviour alongside the actions. Pupils associated with the behaviour should be 'linked in' in order to identify any patterns or potential bullying.

Positive Praise and Connections

- A positive praise conversation with a parent via Dojo Message
- Dojo points and certificates
- Praise for effort and process
- School and class responsibilities
- Showing work to other teachers/The Head
- Showing the work to Parents
- Displaying the work on walls
- Sharing work / success and good choices with their peers

Outcome

We aim to have a happy, safe and successful learning environment where everybody feels valued and respected and where love is at the heart of everything we do.

Further information**Useful Documents and Resources**

DfE/Behaviour & Discipline in Schools (DfE-00058-2011)

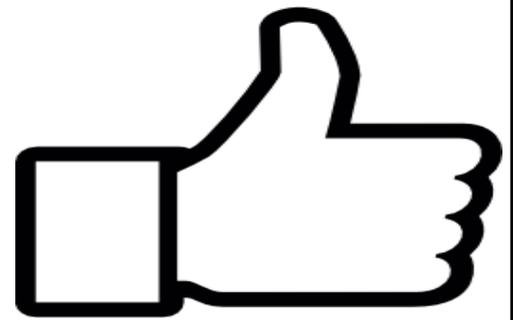
DfE/ Screening, Searching & Confiscation (DfE-00056-2011)

DfES Use of Reasonable Force (DfE-00060-2011)

Safe



Ready



Respected



Safe 

Ready 

Respected 

