



**SACRED
HEART
COLLEGE**

Behaviour Policy 2024

Junior School

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1. Rationale

Sacred Heart Junior School believes that behaviour management is an important tool for the learning of values and for developing positive social interactions, which in turn generate a safe and calm environment conducive to learning.

As a premise, the policy holds that behaviour management goes beyond interventions, threats and punishments. The focus is on empowering the students to make daily positive choices in the way they behave and interact with their peers, educators and adults. By engaging students, we move away from the mentality of making students comply, towards one where the students are active decision-makers and participants in understanding the rights and responsibilities to live together in a community.

This policy was drawn up after feedback received from educators, parents and students.

2. Values and Beliefs Promoted by the School

Following the teachings of St Madeleine Sophie Barat, Sacred Heart Junior schools holds the importance of providing our students with a holistic education. This is achieved not only through the promotion of our five goals; Faith, Character, Intellect, Community and Social Awareness but also by educating our students to be able to positively interact in society. We believe in the importance of supporting student engagement as a meant to maintain a positive learning environment and aim to find positive ways to teach manners, discipline and good behaviour.

This behaviour policy embraces St Madeleine Sophie's pedagogy illustrated below:

Give only good example to the children; never correct them when out of humour or impatient. We must win them by an appeal to their piety and to their hearts. Soften your reprimands with kind words; encourage and reward them. That is, in short, our way of educating.

St Madeleine Sophie Barat

With the pupils keep an even tone, both gentle and firm. Show them by the care with which you help them to advance along every line for

which you are responsible, that you care for their interests alone, and that you want to help them to acquire a solid and pious education, enhanced by learning, and thus make them happy.

St Madeleine Sophie Barat

3. Aims

- a. For all stakeholders/school members to feel respected and valued
- b. Social justice (fair treatment)
- c. Recognize and consider behaviour management as an educational and developmental tool that can support the process of healthy development of the students.
- d. Create a positive and safe environment conducive to learning in light of the ethos of a Sacred Heart school and following the teachings of our foundress.

4. Objectives

- a. States clearly expectations of behaviour in different situations throughout the school day.
- b. Establish clear strategies to promote good behaviour, self-regulation and respect.
- c. Reinforce good behaviour to increase self-esteem
- d. Clear guidelines for all staff on how to manage difficult or disruptive behaviour
- e. Prevent bullying

5. Expected Behaviour

For our students to grow holistically and become responsible citizens within our society, we believe that they need to learn how to act responsibly. Our mission, as inspired by St Madeleine Sophie, is to nurture amongst students responsible behaviour towards oneself and others

- Daily Routine
- Do any homework, reading and revision given by the teachers and respect deadlines set.
- Be at school on time.

- Return any communication sent home on time.
- Bring all materials needed to school as it is not possible to call parents at home to bring any forgotten items.
- Take care of all belongings. Keep any items which have nothing to do with lessons at home such stickers, cards, toys, mobiles, cameras, magazines, game consoles, smart watches etc...

- During Assembly
 - Line up in straight lines and immediately.
 - Stay quiet and listen to the speaker carrying out the assembly.
 - Participate in any songs and dances when required.
 - Say morning prayers with care.

- Working together
 - Help others feel good about themselves.
 - Treat others the way they want to be treated.
 - Be truthful.
 - Behave calmly in class so as not to disrupt lessons.
 - Use respectful language and tone with everyone.
 - Use good manners and be courteous when communicating with others.
 - Greet each other with 'Good Morning' or 'Good Afternoon'.
 - Obey the instructions of the Head of School, Assistant Heads, teachers, LSEs and other helpers/tutors assigned by the school.

- In the corridor
 - Walk slowly and quietly in corridors.
 - Give way to teachers and adults to pass first when walking in corridors.

- In the playground
 - Play fairly and behave gently during break time.
 - Keep a watchful eye so that nobody feels alone or left out.
 - Let others join in games during break times.
 - Be a good team player.

- On School Outings
 - Be an example of a Sacred Heart student during outings by following the Golden Rules.
 - Wear the uniform and PE kit smartly.
 - Speak softly whilst walking.

- During Dismissal time
 - Find my van route and line up with my peers.
 - Sit down calmly and wait for my van.
 - Listen carefully for my route to be called.



Character is doing the right thing when nobody's looking.

6.Roles, Rights and Responsibilities

6.1. Role of the senior leadership team (SLT)

- Promote the school ethos and ensure that the behaviour policy is adhered to
- Ensure all stakeholders have access to the behaviour policy
- Ensure that all stakeholders understand the policy and their role in its successful implementation
- Provide staff with relevant behaviour management training
- Lead by example to ensure a nurturing environment and a very high standard of behaviour based on mutual respect
- Day to Day monitoring of the policy.

6.2. Role of educators (teachers & LSEs)

- Promote values and beliefs of the school
- Create a calm and safe environment for students
- Establish a classroom code of conduct together with the students at the start of the scholastic year, which is agreed upon and adhered to by all.
- Monitor and enforce that school and class rules are followed
- Treat all students fairly with respect
- Avoid sarcastic and confrontational language
- Organise class management to maximise learning (classroom set up, seating arrangements, noise levels, class routines)
- Teach students about positive social interactions and behavioural skills
- Be consistent in rewards and sanctions
- Work with other professionals to support the needs of the students
- Pass on relevant feedback on students with specific behaviour management plans to other educators involved with that student.

6.3. Children's rights and responsibilities

Children have the right...	Children have the responsibility ...
To be safe and protected.	To care for and respect others. <i>- Speak gently and politely to everyone.</i> <i>- Be kind and do not bully or harm others.</i> <i>- Do not put yourself or others in danger.</i>
To a clean and healthy environment.	To look after their environment properly. <i>- Take care of your belongings.</i> <i>- Put things away properly.</i> <i>- Do not dirty the school environment.</i> <i>- Do not cause damages.</i>

To receive quality education that helps them grow into smart citizens.	To pay attention, learn and carry out assigned work. <i>- Work well with others.</i> <i>- Come prepared with books and resources necessary.</i> <i>- Do your schoolwork and homework carefully.</i> <i>- Do not disturb the class.</i> <i>- Line up safely and quietly.</i>
To be heard.	To listen to others. <i>- Think of how others are feeling.</i> <i>- Respect others who have a different opinion.</i>
To make mistakes.	To learn from their mistakes. <i>- It is ok to make mistakes but it is important to learn from them.</i>
To be themselves	To be the best they can be. <i>- We are all different but we must all do our best.</i>
To relax, play and have fun.	To include everyone in their games. <i>- Play safely with gentle hands and feet.</i> <i>- Be on the lookout for those who need a special friend.</i>

6.4. Role of parents/guardians

- Familiarise themselves with the school's behavioural policy
- Bring their child to school on time everyday
- Follow their child's progress
- Come to school adequately attired (no shorts, sleeveless tops, leggings, gym wear, tight fitting clothing or short dresses/skirts)
- Do not smoke on the school campus
- Ensure children are properly attired in conformance with the school's Uniform and Appearance requirements as indicated in the Parents' & Students' Handbook
- Work hand in hand with the school to pass on consistent messages to the students about the mode of conduct at school and beyond.
- Provide good example to their children
- Promote school values even at home

- Share a positive attitude towards the school with their children
- Dialogue with the school on any concerns about their children's behaviour
- Contact the class teacher or members of the SLT (not other parents) with any concerns about their child's well-being
- Adhere to the Healthy Eating Policy as indicated in the Parents' & Students' Handbook.

7. A Whole School Approach

7.1. Code of conduct – The Golden rules

As a Sacred Heart Community, we have an agreed code of conduct.

The Sacred Heart Golden Rules are:

- ❖ We are kind in what we do and say.
- ❖ We are supportive, helpful and caring.
- ❖ We are polite and respectful.
- ❖ We are honest, truthful and fair.
- ❖ We are courageous to do what is right.
- ❖ We are mindful of others.

These golden rules are displayed throughout the school as text and/or pictures.

7.2. Supporting our students

- Creating a buddy system between students when needed.
- Mentors to guide students on maintaining a behavioural action plan when necessary.
- Building Class Positivity through using positive language with students.
- Involving students in minor decisions about their life at school.
- Student Council to give voice to the students' needs and opinions.
- Class Suggestion/Worry box in classrooms to provide students with an outlet to communicate their needs.
- Helping students define their emotions.
- Service of the PSCD and Guidance Teachers.

- Service of the Designated Safeguarding Officer.



7.3. Strategies to respond to misbehaviour

Ensure that when correcting students, you first establish a safe connection, whereby both the student and educator are not feeling stressed.

- Use tactful strategies to stop poor behaviour

Various systems can be used at this initial stage such as coloured cards system, traffic lights system, private signals to that particular child, catch them being good so as not to disrupt the flow of the lesson.

- Use 'we' statements

Remind students of expected behaviours and verbally enforce these expectations through 'we' statements such as the following:

_____, at Sacred Heart School, we expect everyone to speak politely to one another, thank you.

_____, at Sacred Heart School, we expect everyone to line up quietly, thank you.

- Teach students how to use 'I' statements.

Encourages students to communicate about what their concerns are. Support students to use 'I' messages when dealing with conflict. Ensure that conflict is dealt with when students and educators feel regulated.

For example:

'I feel annoyed when my things are used without my permission, it would help me if you ask when you need my things.'

'I feel _____, when _____, and I wish _____.'

d. Give students a clear choice about how to amend a behaviour

For example:

You can put that either in your bag or on my desk.

Let's try that again...

e. Follow up with sanctions if necessary

See section 7.3.1.

It is important that staff do not shout, demean or use negative phrases. Educators need to remain calm and composed. The language of choice should not back the student into a corner and needs to avoid direct confrontation.

7.3.1. Sanctions

Sanctions are to be accompanied by reflective practices where students are encouraged to think about and understand the internal and external dynamics that came into play and that led to the behaviour exhibited. Furthermore, they are encouraged to explore alternative behaviour in future circumstances.

If after the behaviour strategies above, the student does not comply and modify the behaviour, the student is given a warning by an educator. This will be noted down the incident in a Behaviour Log (Appendix 1).

In the Early Years (Year 1-3), after three warnings, the SLT will inform the parents and on the fourth warning the students will be spoken to by the Assistant Head and given time to reflect on their behaviour.

In the Junior Years (Year 4-6), after three warnings, the SLT will inform the parents and on the fourth warning the students will be required to remain after school till 3.15pm to write a reflection log.

7.3.2. Dealing with serious misconduct

This includes stealing, vandalism, swearing, bad language, hurting others, rudeness, defiance, disruptive behaviour, bullying, cyberbullying and racism.

Such incidents in or out of class will be referred to the Head of School.

Incidents are recorded in a **behaviour incident report**.

In cases of serious misconduct, parents/guardians of the students involved, are informed accordingly. In case of bullying incidents, the case will be referred to the school Anti-bullying Team and intervention carried out in accordance with the school's Anti-Bullying Policy. If necessary, outside school professionals such as counsellor, play therapist, educational psychologist and the head of inclusion, are involved and a support plan may be drawn up.

In cases of serious misconduct or the behaviour does not improve despite of support given, the school might decide to suspend the student for a day. Suspension may also be considered if the schools feels that one or more of the students' safety is seriously threatened. Such action will also feature in the end of year report.

7.3.3. Behaviour Ladder

Level	Behaviour Examples	Actions/Sanctions
Low Level (1)	<ul style="list-style-type: none"> • Poor effort • Disruptive fidgeting • Inappropriate interruptions • Distracting others • Disruptive noises • Unkind remarks • Telling lies • Deliberately annoying others • Bad language (one off) • Answering back e.g. questioning a situation • Improper use of school equipment e.g. writing on 	<ul style="list-style-type: none"> • Reminder of Golden Rules and Class Rules • Use tactful strategies to stop poor behaviour • Use 'we' statements • Give students a clear choice • Related sanction e.g. re-do work, clean area

	<p>whiteboards when they shouldn't be</p> <ul style="list-style-type: none"> • Wandering around the room during work time • Dropping litter 	
Moderate Level (2)	<ul style="list-style-type: none"> • Persistent level 1 behaviour (above) • Refusing to work • Hurting another pupils either physically or emotionally • Serious misuse of school equipment e.g. scissors • Dangerous play • Improper use of bathrooms 	<ul style="list-style-type: none"> • Use time-out (in the classroom) as a tool to support students to regulate themselves and recover from an incident. Time out should not be given in a punitive tone but as a reflective process for the individual student. The allotted time depends on the need of the student and the situation.
Serious Level (3)	<ul style="list-style-type: none"> • Persistent level 2 behaviour (above) • Deliberate and persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching • Throwing/kicking objects that could cause harm • Vandalism • Inciting other children to misbehave • Use of foul language • Possession of inappropriate materials/objects 	<ul style="list-style-type: none"> • Write reflection log/community work/apology letter • Record incident • Referred to Assistant Head of School • Inform parents • Set up Behavioural Plan with the help of a mentor
Very Serious (4)	<ul style="list-style-type: none"> • Persistent level 3 behaviour (above) • Children excluding each other because of looks, colour, race, belief, gender or disability • Any form of repeated bullying behaviour (see Anti-Bullying policy) • Stealing • Serious injury to someone else with intent 	<ul style="list-style-type: none"> • Send to Head of School/Assistant Head • Parents informed through detailed letter or phone call • Possible intervention from other agencies, e.g. Anti-bullying Team, social workers, Educational Psychologist, Counsellor • Possible suspension

	<ul style="list-style-type: none"> • Verbal abuse to an adult (of any sort) • Incidents of a sexual nature 	
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8. Homework

Homework is a consolidation practice of learning at school. Students are required to complete their work diligently and respect any given deadlines. Parents may require to support their daughter where necessary. It is important that homework is seen as being quality time spent with the children where parents are also educators in the process of the child's development.

It is a priority that, on daily basis, parents/guardians check the school bag and the content that is sent home to keep abreast with school developments. Parents/guardians are to follow the diary sent from the teacher to ensure that practice of oral mental numeracy tasks, spelling and reading which should not take more than a couple of minutes is followed according to the teacher's advice.

8.1. Early years (Year 1, 2 and 3)

In the early years, homework is given daily and needs to be completed by the next day or as instructed by the class teacher. Teachers will indicate any 'no homework' days according to each year group.

When a student repeatedly turns up without homework, a parent/guardian is asked to sign missing work. The student is required to do her missing homework and return with the work completed on the next day. If no action is taken at home, then the Assistant Head responsible will call the parent to enquire about the situation.

If concerns about homework are a regular issue, parents are called in at school for a meeting to discuss the matter with the Head of School.

Teachers will not correct homework written by the parents unless a valid reason is provided. Homework written by parents/guardians will be signed off as not being the student's work. If this is a regular occurrence, the parents/guardians will be contacted.

8.2. Junior Years (Year 4, 5 and 6)

Homework can take various forms such as research, reading, preparation of texts through reading and understanding, projects, presentations, and written work.

If students do not comply, they will first be given a verbal warning, and the work must be done at home and returned the following day.

In case of repeated occurrence, parents must sign any work which was not done. If the behaviour persists, teachers will inform respective assistants and the parents/guardians will be contacted.

Should the behaviour not be rectified, students might be asked to remain after school till 3.15pm completing any assigned task. This day will be stipulated beforehand with parents. Parents will need to pick up the students at 3.15pm from the main gate.

8.3. Schoolwork and Homework procedure in case of sickness

On return to school after being sick, students will be given the missing schoolwork and homework to be done gradually at home as agreed with the teacher.

In the case of long-term absence, that is, over one week, the school will liaise with parents how to pick up the homework from school.

9. E-Safety

Netiquette, or internet etiquette, is a set of guidelines governing respectful behaviour online, essential for fostering a positive and safe digital environment within our Sacred Heart Junior school community. It encompasses principles such as kindness, empathy, and responsibility in all online interactions, including communication, collaboration, and sharing of information. Students are encouraged to treat others with respect, refrain from cyberbullying or any form of harmful language, and to consider the impact of their words and actions on others. Additionally, students should be mindful of privacy and confidentiality, refraining from sharing personal information or engaging in inappropriate content. By adhering to these principles of netiquette, we uphold the values of

our faith and promote a culture of mutual respect and kindness in both virtual and physical spaces.

10. School Attendance

Attendance at school is obligatory and parents are legally bound to send their students every day to school.

Trips abroad will only be excused if a valid reason is provided and a written request is sent to the Head of School prior to any travel plans are made.

School Absent Form (see appendix 2) needs to be sent to the teacher for one or two days away from school indicating a valid reason why the student is away from school.

From the third day away from school, a medical certificate needs to be provided certifying that the student was unwell.

11. Punctuality

11.1. Mornings

It is the children's right to be on time for school.

School starts at 08:00. Students should be at school by 07:50. Students need to co-operate with their parents/guardians and make sure they get ready to leave home early enough to arrive at school punctually.

Students are to be dropped off at the main gate and not the street gate since students cannot be supervised on the ring road from where cars drive.

No parents are to block the school's main gate.

Students arriving with vans will be dropped off at Zammit Clapp gate.

The main gate closes at 8:00am and will not reopen before the school assembly finishes. After assembly the school gate reopens and the parent/guardian will have to accompany their daughter into the school premises and sign off the Late Arrival Record Sheet. The student should never walk unattended from the gate to the school building without the parent's supervision. The school keeps record of late comers and if such habits are persistent, the parents/guardians will be called by the SLT. If a student arrives late three times in the same month, the student will wait at

the reception until the bell goes for the second lesson. This means that the student will miss the first lesson.

11.2. Afternoons

Parents are to pick up their children from the main gate only.

The gate to the ring road will open at 14:15.

Parents are to park their car responsibly outside the school premises to collect their daughters, to avoid serious accidents from happening on school grounds.

When parking in Sacred Heart Avenue parents are to park without blocking other cars or passageways. Parents cannot access the ring road to pick up their daughter during dismissal. Parents should call for their daughters on foot and will be allowed to enter the school driveway.

Dismissal Time for Parent Pick Up	
Winter Time	Summer Time
14:15 (Year 1)	12:10 (Year 1)
14:20 (Year 2, 3 & 4)	12:15 (Year 2, 3 & 4)
14:25 (Year 5 & 6)	12:20 (Year 5 & 6)

11.3. Children Arriving Late or Leaving Early

When pupils need to come to school late or leave school early due to an appointment, exam, funeral etc., parents must present a note before, to the teacher and copying the assistant head responsible, stating at what time the child will be picked up, to the respective Assistant Heads explaining the reason for this. A child who arrives late due to a hospital appointment, should be covered by a note issued by the hospital staff.

12. Compliance of School Uniform

Details about the school uniform can be found in the *Parents & Student Handbook*. Please refer to the section entitled 'School Uniform' for specific details.

Teachers will provide students with a timetable when to come to school in their school uniform and the school PE Kit. If students turn up with the wrong uniform, parents will be contacted and will be asked to come to school to change into the right outfit.

In the event of any reasonable circumstance when the student is unable to wear the correct uniform outfit, parents are to send a note to the teacher and assistant head of school.

13. Policy Monitoring and Evaluation

The Head of School, the Assistant Heads and the School Anti-Bullying Team will monitor the effectiveness of this policy. Feedback about the effectiveness of the policy will also be collected from educators, parents and students at the end of the scholastic year. The school will take into consideration incidents of misbehaviour recorded. The policy will be reviewed two years after implementation.

Appendix 1: Behaviour Log

Class		
Date	Name of Students	Warning given for ...

Appendix 2: Absence Form

Name of student: _____

Year: _____

Teacher: _____

Days and Dates when absent:

Our/My daughter was away from school because: Tick (✓) as appropriate:

1	Sick	
2	Family Bereavement	
3	Medical/ dental appointment	
4	Other Reason (Please Specify) _____	

Signature of Parent/ Guardian: _____

I.D. card No. of Parent/ Guardian: _____

Telephone/ Mobile No.: _____

If a child does not come to school for **one day or two days, parents must send the above note explaining the reason for the absence.**

If a child does not come to school for **three or more consecutive days, parents/ guardians must present a medical certificate** stating that the child is fit to attend school, when she comes back to school.

If not presented on the first day when the child returns to school, she will not be allowed in class.