



Sacred Heart
Catholic Academy



Proud to be part of

Pope Francis
Catholic Multi Academy Trust

Behaviour Policy

"Aspire not to have more, but to be more." – St Oscar Romero

Our mission, inspired by Jesus Christ, is that Sacred Heart Catholic Academy fosters a nurturing environment where Gospel values are lived out through every aspect of academic, social and spiritual growth. This policy has been written to enable the realisation of our mission, vision and values.

Approved by:		
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Date:	Name:	Changes:
01.09.25	J.Roberts	Updated detentions to include types of detentions used.

Love Respect Service Ambition

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Social, emotional and mental health (SEMH) needs
6. Managing behaviour
7. Prevention strategies, interventions, and sanctions for unacceptable behaviour
8. Sexual abuse and discrimination
9. Smoking and controlled substances
10. Prohibited items, searching pupils and confiscation
11. Effective classroom management
12. Effective pupil support
13. Behaviour outside of school premises
14. Data collection and behaviour evaluation
15. Monitoring and review

Appendices

- A. Suspensions actions table
- B. Your behaviour journey
- C. Sacred Heart consequence system
- D. The Sacred Heart way in the classroom
- E. The Sacred Heart way outside of the classroom
- F. Behaviour support plan template

Statement of intent

It is important that the Sacred Heart Catholic Academy's behaviour policy supports the Academy's mission.

"Our Mission, inspired by Jesus Christ, is that Sacred Heart Catholic Academy fosters a nurturing environment where Gospel Values are lived out through every aspect of academic, social and spiritual growth'

This is facilitated through our values of Love, Respect, Service and Ambition.

"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."
Matthew 5:16

Sacred Heart Catholic Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting dignity, self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour and linking them to our school values
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Children Act 1989 / 2004
- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- **DfE (2024) 'Keeping children safe in education 2024'**
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2026) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation. And is linked with Catholic social teaching
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.

- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

Staff induction begins with mission vision and values and the idea that we are all created in the image of God.

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications. Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment

and that all pupils are treated with dignity in line with our values of Love and Respect. Staff will consider afterwards how to prevent such behaviour from recurring and engage in restorative conversations with pupils where appropriate.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Removal of privileges
- Detention

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The behaviour incident is raised with the pastoral lead for that year group.
- The pastoral lead investigates the incident and decides whether it constitutes unacceptable behaviour
- If the pastoral lead deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the pastoral lead will determine the period the pupil will be removed from the classroom, as well as any detention time
- The pastoral lead will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, the pupil would be placed on a report and in some cases an Individual Behaviour Plan will be created to outline the necessary provisions in place

Following further incidents of unacceptable behaviour, the following sanctions will be implemented: The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is

- under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Pupil voice in decision-making

Before making a decision to suspend or permanently exclude, the school will, where appropriate, take account of the pupil's views, considering their age and understanding.

Use of Suspension and Permanent Exclusion

Suspension and permanent exclusion are important behaviour management tools that may be used to maintain a calm, safe and supportive environment for all pupils and staff. They will only be used as a **last resort**, where other appropriate strategies and interventions have been exhausted or are not appropriate.

The school will not adopt a 'no exclusion' policy, as doing so may create safeguarding risks and prevent effective behaviour management.

All decisions to suspend or permanently exclude a pupil will be made by the headteacher and will be:

- lawful
- reasonable
- fair
- proportionate
- in line with the school's duties under equality, safeguarding and SEND legislation

Permanent exclusion will only be used:

- in response to a serious breach or persistent breaches of the behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare

of others.

Suspension

A suspension is the temporary removal of a pupil from school for disciplinary reasons.

- A pupil may be suspended for one or more fixed periods, up to a maximum of **45 school days in an academic year**
- Suspensions may be used to signal that behaviour is unacceptable and to prevent escalation to permanent exclusion
- Suspensions may include part-day suspensions (e.g. lunchtime), which are recorded as half days

During a suspension:

- work will be set and marked for the first five days
- alternative provision will be arranged from the sixth school day, or earlier where appropriate
- the school will consider whether further support or interventions are required

Permanent Exclusion

Permanent exclusion is when a pupil is no longer permitted to attend the school.

It will only be used:

- in response to a serious breach or persistent breaches of the behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Informing parents and agencies

Following any suspension or permanent exclusion, the headteacher will, **without delay**, notify:

- parents
- the governing board
- the local authority
- the pupil's social worker (if applicable)
- the Virtual School Head (for looked-after children)

Parents will receive written notification including:

- the reason for the decision
- the length or nature of the exclusion
- their right to make representations
- arrangements for education
- sources of independent advice

Lawful use of exclusion

The school will ensure that all exclusions are lawful and formally recorded.

The school will not:

- send pupils home without formally recording a suspension
- pressure parents to remove a child
- use part-time timetables to manage behaviour
- exclude pupils due to SEND, disability, or academic ability

Any practice that removes a pupil from school without following statutory procedures is unlawful and will not be used.

Safeguarding Separation

In exceptional circumstances, the school may temporarily prevent a pupil from attending the school site for safeguarding reasons.

This measure is **not a suspension or permanent exclusion**, and will only be used where:

- there is a risk of harm to others
- separation cannot reasonably be achieved on site

In such cases:

- parents will be informed without delay
- the governing board will be notified

- the decision will involve the Designated Safeguarding Lead (DSL)
- suitable education arrangements will be considered

All decisions will be made in line with safeguarding duties, including *Keeping Children Safe in Education*, the Equality Act 2010 and Human Rights Act considerations. Where this has been deemed necessary there will be a risk assessment requirement.

Notification Procedures

Following any suspension or permanent exclusion, the headteacher will, **without delay**, notify:

- parents
- the governing board
- the local authority
- the pupil's social worker (where applicable)
- the Virtual School Head (for looked-after children)

Written notification will include:

- the reason for the decision
- the duration or nature of the exclusion
- the right to make representations
- details of education provision
- sources of independent advice

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

This is reinforced through the school vision "Aspire not to have more, but to be more." This is supported through taught lessons during pupil induction days when pupils are taught how they can live out the school values.

When pupils are removed from classrooms, they spend time in reflection where they have time to reflect on their behaviour, and earn redemption through good behaviour so they can reintegrate back into the classroom. **Where a child does not show that they are ready to reintegrate back into the classroom students may be kept in reflection until they are ready to reintegrate.**

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation rooted in our values of Love and Respect from which behavioural change can take place.

Preventative measures for pupils with SEND linked to our value of Ambition so all pupils can contribute in lessons. Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long

- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

Trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment

- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Reintegration following suspension or alternative provision

The school will support all pupils to successfully reintegrate following:

- a suspension
- off-site direction
- safeguarding separation

A **reintegration meeting** will be arranged, wherever possible, involving:

- the pupil
- parents
- relevant staff and agencies

The school will:

- develop a tailored reintegration plan
- set clear expectations and support strategies
- provide appropriate pastoral and academic support
- review progress regularly

Pupils will not be prevented from returning to school if parents are unable to attend a reintegration meeting.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future behaviour, both during and outside of school hours and offers and offers the pupils a chance of redemption. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.

- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Types of detentions issued

The school currently has the following detentions that are used:

- 15 minutes after school detention – This is used to cover a wide range of issues including but not limited to: Uniform sanctions and lack of school equipment
- 30 minutes after school detention – This is used to cover a wide range of issues including but not limited to: Late to school, removal from lesson and escalation of 15-minute detention sanction
- 60 minutes after school detention – This is used to cover a wide range of issues including but not limited to: Truancy from lesson, consequence from time spent in internal exclusion and escalation of 30-minute detention sanction.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.

- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Pupils will be permitted to bring their mobile phone to school but will not be permitted to use them and must keep them switched off and out of sight throughout the course of the school day. Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for poor behaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered

to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing. The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a Home School Agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather

than continuously without reason.

- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded.
- Rewards for good behaviour will include, but are not limited to:
 - Verbal praise
 - Communicating praise to parents/Praise postcards
 - Certificates, prize ceremonies and special assemblies
 - Positions of responsibility, e.g. being entrusted with a particular project
 - Trips and activities for a whole-class or year group

Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs. Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

Off-site Direction

The school may direct a pupil off-site for a temporary period as part of a planned intervention to improve behaviour.

Off-site direction:

- will not be used as a punishment
- will have clearly defined objectives and timeframes
- will be agreed and monitored by the governing board
- will be reviewed regularly with parents and relevant agencies

Parents will be informed in writing of:

- the reasons for the placement
- its duration
- expected outcomes
- review arrangements

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Unlawful Exclusion and Off-Rolling

The school will ensure that all exclusions are lawful and carried out in line with statutory guidance.

The school will not:

- send a pupil home without a formal suspension
- pressure parents to remove their child
- use part-time timetables to manage behaviour
- exclude a pupil due to SEND, disability or academic attainment

Any removal from school on disciplinary grounds will be formally recorded.

Practices that remove a pupil from school outside these procedures are unlawful and will not be used.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

[New] Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

Monitoring exclusions and pupil movement

The governing board will regularly review data relating to:

- suspensions and permanent exclusions
- repeat suspensions
- managed moves and off-site direction
- safeguarding separation

The board will:

- identify trends and patterns
- evaluate the effectiveness of interventions
- ensure exclusions are used appropriately and as a last resort
- consider the impact on vulnerable groups

Remote Access to Meetings

Parents may request that meetings relating to suspensions or permanent exclusions are held remotely (e.g. via video link).

The school will ensure:

- the meeting remains fair and accessible
- all participants can engage effectively
- remote access is not used where it would compromise procedural fairness

Face-to-face meetings will remain the preferred approach where appropriate.

Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is date.

Appendix A: Suspension Actions Table

Suspension	Action	Internal Suspension	Action
1	Reintegration Meeting Behaviour Plan Form tutor Report Card	2	Reintegration Meeting Behaviour Plan Form tutor Report Card
2	Reintegration Meeting Behaviour Plan PHOY Report Card School based intervention 1 week respite offered	4	Reintegration Meeting Behaviour Plan PHOY Report Card School based intervention 1 week respite offered
3	Reintegration Meeting SLT link SLT Report Card School based intervention 2-week respite offered	6	Reintegration Meeting SLT link SLT Report Card School based intervention 2-week respite offered
4	Reintegration Meeting EHAT/EHCP	8	Reintegration Meeting EHAT/EHCP
5	Reintegration Meeting Offsite direction	10	Reintegration Meeting Offsite direction
6	Reintegration meeting Governor's Panel	12	Reintegration meeting Governor's Panel
7	Reintegration meeting	14	Reintegration meeting
8	Permanent exclusion	16	Permanent exclusion



YOUR BEHAVIOUR JOURNEY

★ WHAT IS THE BEHAVIOUR JOURNEY? ★

This is a system to help you improve your behaviour in school. There are **3 stages**, and each stage gives you support to help you succeed. ★

● STAGE 1 – FORM TUTOR REPORT (2 weeks)

YOU MAY GO ON STAGE 1 IF YOU RECEIVE:

👉 **5 C3s IN ONE WEEK**

WHAT HAPPENS?

- Your Form Tutor will speak with you about what needs to improve
- You will be given clear targets to work on
- Your parents/carers will be informed



● STAGE 2 – HEAD OF YEAR REPORT (at least 4 weeks)

YOU MOVE TO STAGE 2 IF:

- ✓ You do not meet your Stage 1 targets
- ✓ You receive a suspension

WHAT HAPPENS?

- Your Head of Year will support you more closely
- A support plan will be put in place to help you improve
- Your parents/carers will be contacted



● STAGE 3 – SENIOR LEADER REPORT (at least 4 weeks)

YOU MOVE TO STAGE 3 IF:

You do not meet your Stage 2 targets

WHAT HAPPENS?

- Senior staff will monitor your progress
- You will receive extra support and guidance
- Your parents/carers will be contacted



REMEMBER

This journey is here to help you succeed. Every stage gives you a chance to improve, reset, and make positive choices. 💪 ✨

Appendix C: Sacred Heart consequence system



CONSEQUENCES

“At Sacred Heart, we aspire not to have more, but to be more.”



C1 – REMINDER: STOP and THINK

 Is this the Sacred Heart Way?
Brief reminder to pause and reflect.
Opportunity for a better choice.

- Focused
- Respectful



C2 – WARNING: CHOOSE and CHANGE

 You need to change your **behaviour** now.
Clear warning.
Final chance to show the Way.

- Responsible
- Ready to learn



C3 – CONSEQUENCE: REFLECTION ROOM

Chosen not to follow.
Reflection required.

-  Review choices and impact.
-  Restorative action and conversation.

REMEMBER



- Every action is a choice
- Learn and grow from mistakes
- Always choose to *be more*.

OUR VALUES / OUR COMMITMENT



RESPECT
• Be more respectful.



LOVE
• Be more loving.



AMBITION
• Be more ambitious.



SERVICE
• Be more service-oriented.



Together, we live The Sacred Heart Way.





SACRED HEART CATHOLIC ACADEMY

THE SACRED HEART WAY: IN OUR CLASSROOM

1



Be more ready to learn

Sit up

We are focused, prepared and ready.

We show respect for ourselves and our learning.



2



Be more attentive

Listen carefully

We give our full attention.

We show love and respect by valuing every voice.



3



Be more courageous

Ask and answer questions

We take part with confidence and curiosity.

We show ambition by trying our best and helping others grow.



4



Be more respectful

Never interrupt

We wait, listen and think before speaking.

We show love and respect to everyone.



5



Be more focused

Track the teacher

We stay engaged and ready to learn.

We show service by helping create a calm, positive classroom.



Appendix E: The Sacred Heart way: outside the classroom



SACRED HEART CATHOLIC ACADEMY THE SACRED HEART WAY – BEYOND THE CLASSROOM

At **Sacred Heart**, we live our **vision everywhere**: corridors, the playground, at home, and in our community, we choose to **Be more** through **Respect, Love, And Service**.

VISION STATEMENT

**"Aspire not to have more,
but to be more"**

OUR CORE VALUES



LOVE



AMBITION



RESPECT



SERVICE

1

Be more respectful

We use kind words
and good
manners.

We look
after our
school,



2

Be more loving

We include everyone and
show kindness.



3

Be more

We represent
our school,
our
environment
and each in
friendships.



Be more ambitious

We represent our school
with pride.

We always try our best in
everything we do—learning,
sport, and friendships.



4

Be more ready to serve

We help others without
being asked.

We act as role models in our
community and live out our
faith in action.



LIVING THE SACRED HEART WAY EVERY DAY

A Sacred Heart student:



Chooses kindness, even when it is difficult



Builds others up, not down



Takes responsibility for their actions



Lives with purpose and integrity

Appendix F: SHCA Behaviour Support Plan

Name:	Staff working with child:	Date:
Class:	Medical condition/needs:	Review:
Support classifications	Support approaches	
Identify Problem Behaviour		
Targets		
Consequences if targets are not met		
Proactive and Preventative Strategies		
Phrases to use • Calming techniques • When should another member of staff be informed?		
External support		
How school will respond to the pupil not meeting behavioural expectations Plan review		

Name:	Staff working with child:		Date:
Class:	Medical condition/needs:		Review:
Support classifications		Support approaches	
Signatures			Date
School			
Pupil/Parent			