



Sacred Heart Catholic Primary School



MISSION STATEMENT

At Sacred Heart Catholic Primary School, we serve our diverse community with open and honest hearts.

Through our thoughts, words and actions, we share God's love with all.

A place where everyone is loved and valued, we strive to always be the best that we can be.

BEHAVIOUR POLICY AND PROCEDURES

VERSION NUMBER	1
TO BE REVIEWED	SEPTEMBER 2026



Be Responsible

Be Respectful

Be Kind

REVIEW LOG

Each entry in this table summarises the changes to these procedures made since the last review (if any). This policy will be reviewed with staff annually.

Version Number	Description	Date amended/reviewed
1	Original	March 2026 L. Scanlon

INTRODUCTION

Our aim is to provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Our pupils will be taught explicitly what good behaviour looks like although it is recognised that some pupils will need additional support in both understanding and demonstrating this. We will identify individual support needs and, where necessary put appropriate provision in place as soon as possible.

This policy sets out the school's procedures to meet our aim of giving every pupil the best possible chance of a full and successful education.

PROCEDURES

1. RESPONSIBILITIES

1.1 What pupils can expect from staff

Pupils may expect staff and other adults in the school to:

- Create a positive, safe environment in which bullying (in all forms, including online), physical threats or abuse and intimidation are not tolerated;
- Develop positive working relationships with you and your peers;
- Plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- Communicate both successes and concerns with parents;
- Treat you fairly with dignity, kindness and respect;
- Be approachable and listen to you at appropriate times;
- Set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- Use rewards and, where necessary, sanctions consistently;
- Model the behaviours you wish to see.

1.2 What staff can expect from pupils

Staff may expect pupils to:

- Follow classroom rules and procedures and not disrupt the learning of other pupils;
- Follow instructions given by staff and other adults without arguing;
- Treat all members of the school community with dignity, kindness and respect;
- Use appropriate language;
- Lead by example creating a good role model for younger pupils in the school;
- Consider the needs of all other people in the classroom;
- Behave appropriately when outside school;
- Be an ambassador for the school.

1.3 What we can expect from each other

Staff and pupils will follow our three school promises:



BE RESPONSIBLE



BE RESPECTFUL



BE KIND

2. CURRICULUM

Our curriculum is organised to teach and promote good behaviour. Through PSHE, Religious Education and HRSE, children learn the expected behaviours, habits and routines required in school. All lessons have clear objectives and are adapted to meet the needs of all children.

Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. All staff and other adults are expected to positively reinforce when expectations are met and use appropriate sanctions as necessary.

3. CELEBRATING SUCCESS

At Sacred Heart, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of the school is essential in developing a positive culture and ethos across the school. These are some of the many ways we celebrate success:

- Verbal praise
- Team points
- Class Dojo points – parents/carers are invited to download the Class Dojo app which enables them to see when their child has received a point.
- Stickers
- Individualised reward charts
- Sharing and celebrating success in assemblies
- Good attendance and punctuality is promoted with ‘winning’ classes being recognised in assemblies
- ‘Bee Tickets’ are awarded to individuals when spotted demonstrating our Bee promises. One ticket is picked out at random each week to

receive a certificate in the Friday celebration assembly. Parents/carers are welcome to join these assemblies.

- A 'Recognition Board' is used in each class to celebrate children who are demonstrating our Bee promises
- Each class leads a special class assembly once a year, usually linked to their current RE topic. Parents/carers are invited to these assemblies with an informal 'coffee morning' in class to follow.
- Each class teacher identifies a 'Worker of the Term' who receives a certificate and prize in the end of term assembly

4. RESPONDING TO MISBEHAVIOUR

Where there is unacceptable or inappropriate behaviour, staff will respond according to this Behaviour Policy and the training and direction they have received. The priority will be to ensure the safety of pupils and staff and to restore a calm and safe environment. It is important for staff across the school to respond in a consistent, fair and proportionate manner.

Where appropriate, staff will take account of any contributing factors that are identified: for example, if the pupil has experienced abuse or neglect, has mental health needs, has been subject to bullying, has additional needs including SEND or other health condition, or is experiencing significant challenges at home.

Pupils who are persistently causing concern, will have a personalised plan that all staff are familiar with. This will support staff with the identification of the individual needs of children and allow them to adapt and differentiate their approaches to teaching and learning based on the pupil's unique profile of need.

The school uses a wide range of consequences for poor behaviour which are outlined below. The behaviours provided below are examples, not an exhaustive list. Staff are expected to base decisions as to how they respond to incidents, on their knowledge of the pupil alongside this policy and staff training. Where possible, and appropriate, pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious.

LEVEL	Example Behaviours	ACTION
Personnel involved		
LEVEL 1 Teacher	-Low level disruption in class	Verbal reprimand/warning

Support staff	<ul style="list-style-type: none"> -Calling out -Consistently off task -Misuse of equipment -Use of electronic devices covertly or without permission -Arguments between pupils 	<p>Miss part or all of breaktime</p> <p>Complete missed work at breaktime</p> <p>Item confiscated</p> <p>Restorative justice</p> <p>Record on CPOMS</p>
<p>LEVEL 2</p> <p>Teacher</p> <p>SENDCO (following CFC sheet being submitted)</p>	<ul style="list-style-type: none"> -Repeated refusal to follow instructions -Repeated disruption to learning -Use of inappropriate language -Walking out of a lesson without permission -Undermining comments directed at staff -Repeated personal or discriminatory comments directed at other pupils -Inappropriate behaviour outside of school which brings the school into disrepute 	<p>As above, plus:</p> <p>Parents informed</p> <p>Complete 'Cause for Concern' sheet and give to the SENDCo (this may lead to an individualised support plan ie, TLP)</p> <p>Complete work in another class</p>
<p>LEVEL 3</p> <p>Senior Leaders</p>	<ul style="list-style-type: none"> -Significant repetition of the behaviours seen at Level 1 and Level 2 -Bullying -Physical violence towards another pupil/staff -Direct swearing or use of abusive language at a member of staff -Abuse against sexual orientation, gender identity or disability -Deliberate damage of school property 	<p>As above, plus:</p> <p>Internal exclusion</p> <p>Fixed term suspension</p> <p>Permanent exclusion</p>

SUSPENSION AND PERMANENT EXCLUSION

A suspension or exclusion from school will only be considered where the school has exhausted a range of strategies, practices and interventions and where they have not been successful in improving a pupil's behaviour. Where exclusion, either fixed term or permanent is considered appropriate we will refer to the Trust's Suspension and Exclusion Policy and the DfE guidance. In order to ensure a pupil's continued education, we may also consider a managed move to another school.

In the case of a fixed term suspension, the school will consider what support is needed to help the pupil return and reintegrate successfully. Upon their return, a reintegration meeting will be held with parents (and the pupil where appropriate) where any amendments to their child's provision will be discussed.

5. RESPONDING TO THE BEHAVIOUR OF PUPILS WITH SEND OR OTHER HEALTH CONDITIONS

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable. These adjustments may be temporary, but always to support the individual needs of the pupil.

Consideration will be given as to whether a pupil's SEND has contributed to the behaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the DfE guidance for schools on the Equality Act 2010 and the SEND Code of Practice, so that appropriate support can be provided to pupils who have additional needs.

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

Children experiencing a mental health problem, or at risk of developing one, can have an effect on a child's behaviour as can instances of adversity and trauma experienced by children. We will engage with other agencies and,

where necessary, make links to the whole school approach to mental health and wellbeing.

6. PUPIL SUPPORT

We aim to support all our pupils to ensure that every child succeeds during their time at school. Where a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. For example;

- Targeted discussion
- Increased communication between home and school
- Individual support plans
- Small group or 1:1 interventions such as emotional literacy, nurture group etc.
- Additional curriculum support
- Referral to outside agencies such as Educational Psychologist, Reach Behaviour etc.

7. PUPIL CONDUCT AWAY FROM SCHOOL PREMISES

Schools have the statutory power to sanction pupils for misbehaviour outside of school to such an extent as is reasonable. In the event of a pupil's non-criminal bad behaviour, including online, which occurs off the school premises, the school's behaviour policy will be used. Examples of occasions where this may be relevant are:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way, identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil
- That could adversely affect the reputation of the school

The decision to sanction a pupil will be lawful where it is made on the school premises or elsewhere at a time when the pupil is under the control of or charge of a member of school staff.

8. POSITIVE HANDLING/THE USE OF REASONABLE FORCE

Our primary approach to behaviour management is preventative and relational. Positive handling is not a behaviour management strategy but a safety response to risk of harm.

Physical intervention will only be used where:

- A pupil is at risk of harming themselves.
- A pupil is at risk of harming others.
- Serious damage to property is likely to occur.
- Good order and discipline cannot be maintained and there is a clear risk of injury.

It will **never** be used:

- As a punishment.
- To cause pain, humiliation, or compliance.
- Because of staff frustration.
- As a substitute for effective behaviour support planning.

Proportionality and Reasonableness

Any use of force will be:

- Reasonable in the circumstances.
- Proportionate to the risk presented.
- The minimum necessary to prevent harm.
- Applied for the shortest time possible.

Training

Where positive handling may reasonably be required, staff receive accredited training in approved techniques.

Training includes:

- De-escalation strategies.
- Risk awareness.
- Safe physical intervention methods.
- Legal responsibilities.
- Recording and reporting procedures.

Untrained staff may use reasonable force in line with statutory guidance in an emergency to prevent immediate harm.

Individual Risk Assessment

For pupils presenting higher levels of risk:

- A written risk assessment will be completed which will be discussed and agreed with parents.
- A Behaviour Support Plan eg, a *Six Stage Crisis Plan*, will outline known triggers and preventative strategies.
- Preferred de-escalation approaches will be identified.

The aim is always to reduce the likelihood of physical intervention being required.

Recording and Communication

Any use of physical intervention will:

- Be recorded on the school's incident reporting system (CPOMS) as soon as practicable.
- Include antecedents, behaviour, intervention used, duration, and outcome.
- Be reported to a member of the Senior Leadership Team.
- Be communicated to parents/carers within 24 hours (or sooner where appropriate).

Post-Incident Review

Following any incident involving physical intervention:

- The pupil will be supported to regulate and reflect.
- A restorative conversation will take place where appropriate.
- Risk assessments and support plans will be reviewed if required.

9. BULLYING

According to the DfE, bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the class teacher to be investigated and appropriate action taken including informing parents. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

The school will:

- Ensure that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- Teach pupils about diversity and anti-bullying through the curriculum
- Engage promptly with parents to ensure their support and involvement
- Use restorative justice approaches as appropriate
- Consider any school-based interventions to support either party eg, nurture group, play therapy, mediation
- Work with outside agencies where appropriate
- Implement disciplinary sanctions as appropriate

10.UNACCEPTABLE USE OF TECHNOLOGY

The school takes the issue of unacceptable use of technology by any member of the school community very seriously. Acceptable Use Agreements exist for pupils, staff and governors of the school and form part of our Online Safety Policy and Procedures.

Pupils are allowed to bring mobile phones into school if they are walking home without their parent or carer. A mobile phone form is to be completed by the parent/carers. Pupils are asked to put their mobile phone in the school office before going to class where it will remain until the end of the school day. The school is not responsible for any loss/damage of mobile phones at any time.

