SACRED HEART HIGH SCHOOL

BEHAVIOUR FOR LEARNING & LIVING
IN A SACRED HEART COMMUNITY

DECEMBER 2024
To be reviewed December 2025

This Policy should be read in conjunction with other Sacred Heart High School Policies including the Exclusions Policy, Anti-Bullying Policy, Drugs Policy, E-Safety Policy, Acceptable Use (Computers) Agreement; Child Protection & Safeguarding Policy; and the Equality Plan

Contents

1   INTRODUCTION

Sacred Heart High School is a community of faith and learning, based on the gospel values of love and respect for one another and individual and community responsibility for faith in action.

Our approach to managing behaviour reflects 21st century approaches to 21st century issues but our philosophy is grounded in the values and ethos of our 19th century foundress, St Madeleine Sophie Barat, who said.

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.

We also follow her commitment to value every single individual child in the school.

> *For the sake of one child, I would have founded the Society.*

> *"She loved people through their faults to the core of their best selves."*

The schools Mission Statement includes relevant text including the need for the school to

- Respect '*the uniqueness, worth and development of each individual'*
- '*Create a well ordered, stimulating, and secure learning environment'*, which '*encourages personal growth';*

We aim to ensure that each student will:

- develop '*respect, compassion, forgiveness, justice and generosity';*
- '*Grow in self-knowledge'* and in '*dignity as a woman';*
- express concern for others '*in the very highest standards of behaviour';*
- '*Know about and respect the richness and variety of other races, cultures and religions'* so as '*to take a stand against everything that undermines her own dignity and that of others'*

2   LEGAL AND POLICY FOUNDATION

2.1   Key Requirements and Legal Duties

This Behaviour for Learning & Living in a Sacred Heart Community (the 'Behaviour Policy') responds to the requirements of the Education Act, 2011; the Education and Inspections Act, 2006; the Children Act 1989; the Independent School Standards Regulations, 2010; government guidance on Behaviour in Schools October 2022 and part 1 of Keeping Children Safe in Education (KCSIE).

The school acknowledges its legal duties under the Equality Act, 2010 and in respect of SEN students.

There is a direct link between the school's responsibilities for managing behaviour and its responsibilities for keeping children safe. This behaviour policy complements our Child Protection and Safeguarding policy and additional detail is provided through our separate Drugs, Anti-Bullying, and Exclusions policies.

Teachers are in the position of parents and carers while students are in school (in loco parentis).

Where relevant**,** the school's expectations of behaviour apply on the way to and from the school and on school trips and visits.

2.2   Powers to use reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to restrain and to safeguard children.

The school acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, in which all school staff members have a legal power to use reasonable force

to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

In some circumstances, staff may use reasonable force to restrain a student to prevent them from **causing disorder; hurting themselves or others; or damaging property.**

Incidents of physical restraint must however only be used **as a last resort and must**

- be applied using the minimum amount of force and for the minimum amount of time possible .
- be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

As referred to later in **Section 10 (Searching & Screening)** Headteachers and authorised school staff can also use such force as is reasonable given the circumstances when conducting a search for legally 'Prohibited Items' but not for other items which are banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Appendix 1 clarifies the guidelines on safe touch and the use of reasonable force in school.

2.3   SEND and Reasonable Adjustments

While the consistent application of the school's behaviour rules is important, schools are required to consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. *Equality Act 2010 and Schools Guidance.*

The school is required to consider whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have. It is also important for us to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

It should be remembered that in 2018 an Upper Tribunal judgment found that if a child in education has **a recognised condition** that is more likely to result in a tendency to physical abuse, that can be a disability. The disability in itself would not except the child from the sanction but staff must use their best judgement regarding whether that disability affected their behaviour on this particular occasion and if so whether it is appropriate and lawful to sanction the student.

3   PURPOSE OF THIS BEHAVIOUR POLICY

The purpose of this behaviour policy is to provide a framework to:

- encourage the highest standards of behaviour and respect for others to support learning and living in a Sacred Heart community;
- secure an acceptable standard of behaviour of students to create an orderly environment for the learning, progress and achievement of all. This is an environment where disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour.
- secure the safety and well-being of all members of the school community in an environment where bullying, physical threats or abuse and intimidation are not tolerated; where students are safe and feel safe; and everyone is treated respectfully. [*Note that the school has a specific Anti-Bullying Policy available on the school website*];

- help promote amongst the students, self-discipline and a proper regard for authority;

- prepare our students for the challenges of modern society and the workplace; and

- enhance the dignity and self-worth of each individual in line with the school's ethos and charism of the Society of the Sacred Heart;

- enable our response to misbehaviour to be both consistent and fair.

4   LEADERSHIP & MANAGEMENT

4.1   Governors

This policy is ratified and overseen by the governing board who regularly receive updates and data analysis of exclusions, suspensions, off-site directions (temporary referral to an alternative provision setting) and 'removal from classrooms' (where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff).

It is the responsibility of the Governing Board to monitor this Behaviour Policy's effectiveness and to hold the headteacher to account for its implementation.

4.2   Headteacher

The headteacher is ultimately responsible for managing behaviour and the systems in place for staff to be supported in their roles as necessary, by the Senior Leadership Team.

Systems for effective and rapid internal communication from staff to SLT form part of this.

The headteacher is responsible for ensuring that

- a **behaviour curriculum is taught**, expectations are clear and that rewards and sanctions are applied both consistently and fairly;

- measures are in place and interventions are used to **improve student behaviour** helping them to meet expectations, making reasonable adjustments for those with a disability as required;

- Systems are in place to ensure that **school leaders are visibly and consistently supporting staff** in promoting positive behaviour and managing student behaviour through this policy;

- students' behaviour does not normally disrupt learning and **disruption is not tolerated** and proportionate action is taken;

- that **all members of the school community create a positive, safe environment** in which bullying, physical threats, abuse or intimidation are not tolerated, where pupils are safe and everyone is treated respectfully;

- **any incidents of misbehaviour** including in relation to bullying, discrimination, aggression and derogatory language **are dealt with quickly and effectively;**

- suitable **protocols are in place for the reintegration** of students following any removal from the classroom, off-site direction, suspension or exclusion; and

- the overall **effectiveness of this policy is monitored**, and impact analysed and reviewed with governors.

4.3   The Senior Leadership Team

All members of the senior team are responsible for communication of this policy across the school community including:

- **to staff** (with training and easy access to rewards and sanctions protocols),

- **to parents/carers** (through information evenings and other forms of school communication; the provision of a short parental guide issued at least once a year, and access to this full policy on the school website; and

- **to students** through assemblies, form time, reminders in class and visual reminders with posters setting out expectations, key rules and consequences.

Senior leaders have the responsibility to:

- **set high expectations** of behaviour across the whole school;

- **lead by example** and always model the positive behaviours they wish to see all staff embed as part of the whole school mission, vision and ethos of our Sacred Heart community;

- **be highly visible themselves** in routinely engaging with students, parents and staff on setting and maintaining behaviour standards and creating an environment where everyone feels safe and supported;

- **be visibly and consistently** supporting staff in managing student behaviour in line with this policy (see section 16)

- to oversee the creation of behaviour plans as required for individual students;

- for supervision of students who have been removed from the classroom (the school is currently exploring the possibility of setting up a formal unit for this); and

- supervision of SLT detentions.

5   GUIDING PRINCIPLES

5.1   Everyone is involved

All staff have distinct roles to play to support this policy including in particular, form tutors, class teachers, Heads of Year, Pastoral Support Managers, Assistant Headteachers, the Deputy Head/DSL and Headteacher, see **Appendix 2.**

Staff should take care to inform and engage **parents and carers**, who also have an important role to play in support of this policy.

5.1   The importance of relationships

Across the school community, we all need to work together on this and relationships are key. The school recognises the central importance of focusing on the **creation and maintenance of good relationships**:

- among the staff themselves, teaching and non-teaching;

- between staff and students;

- among students and their peers; and

- between parents and school.

The school will encourage students, staff and parents to follow the gospel values; behave in a respectful manner towards one another, and do their best to be considerate of the feelings of others.

5.2   Consistency

All staff need to repeat the expectations constantly, and in unison throughout the school day with all students using consistent and clear language. Positive cultures are immersive. Students and staff need to see the norms as frequently as possible. This means they will be modelled, explained, mentioned, pointed out, demonstrated and insisted upon continually, on a day-to-day basis, and formally in a targeted way, as required.

Where some students require additional support to meet the school's behaviour expectations, this support to be given consistently, predictably fairly and only when necessary.

5.3 Modelling

All staff should model **empathy, compassion, tolerance and respect**. Staff should model the benefits of curiosity, showing their enthusiasm for learning; their open-mindedness; and the value of a respectful questioning attitude

5.4 Growth Mind-set

In line with our status as a 'High Performance Learning School' all staff are to follow the 'growth mind-set', a belief in the potential of high performance of all our students. This includes the teaching of resilience and a nurturing of a sense of self-worth for all students.

5.5 Fairness

Praise and rewards will be used to support the development of positive behaviour and attitudes. Staff should correct and reprove with kindness; they should however respond to misbehaviour promptly and assertively, and should apply fairness by using the 'two warning first' system set out in Section 11 (Sanctions) prior to imposing a sanction, other than in the case of some more serious behaviours for which sanctions would be imposed the first time they occur.

5.6 De-escalation

De-escalation techniques should be used to help prevent further behaviour issues arising and recurring and support will be provided to staff in the form of training.

6 THE BEHAVIOUR CURRICULUM, EXPECTATIONS & SCOPE

The behaviour curriculum described below will be taught to students at transition periods, in assemblies, form time and all lessons (including in Personal, Social, Health and Economics (PSHE) lessons and in Relationships and Sex Education sessions); posters in all classrooms highlighting key points to remember.

This will be backed up with a behaviour leaflet for parents and information provided to parents at information events and in school communications; as well as access to this behaviour policy on the school website.

6.1 The Five Goals of Sacred Heart Education

Behaviour expectations for students will be taught to students directly and through the five goals of Sacred Heart Education which form the basis of our ethos and provide a framework for promoting positive behaviours.

Students work directly towards these cross curricula goals, receiving Goals Graduate awards and every academic year there is an extra particular focus on one of the goals. The school has a goals coordinator who works across departments to promote these goals and also coordinates opportunities for our students to interact with students at other schools in the Sacred Heart network who all operate the same goals system.

- Goal of Faith
- Goal of Social Awareness
- Goal of Personal Growth
- Goal of Intellect
- Goal of Community

Further detail is provided in **Appendix 3**

6.2 Freedom from Bullying & Intimidation

At Sacred Heart we teach students what bullying means and the impact it has. We make clear our proactive approach to preventing instances of bullying and have a dedicated Anti-Bullying policy which links directly to the sanctions included in Section 11 below.

Sacred Heart will make clear to students that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

6.3   Freedom from Child-on-Child Abuse & other Sexual Harassment/Sexual Violence

At Sacred Heart we teach students in an age appropriate manner about child-on-child abuse and what sexual harassment or violence entails and how it is never acceptable and will not be tolerated. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. They will never be ignored. Policy on how such matters would be handled is set out in section 13.

6.4   British Values

Sacred Heart ensures a whole-school approach that prepares students for life in modern Britain ensuring the education of British values and creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

This seeks not only to educate students regarding appropriate behaviours but also to help minimise the likelihood of radicalisation, extremism and terrorism in line with our Child Protection Policy.

6.5   Banned Items

At Sacred Heart High School, we want to ensure that all students, staff and visitors are safe from harm and threats of harm. Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning.

There are a broad range of items which, if brought into a school setting, or in the possession of a child or young person could compromise the health and safety of the individual student, other students, staff or visitors to the school. Awareness of the importance of never bringing such items to school will be communicated clearly to both students and their parents/carers.

These items include:

- 'Prohibited Items' (dangerous items specifically prohibited in schools under the Education Act 1996 and as listed within DfE Guidance on Searching & Screening, July 2022); but also

- 'Other Banned Items' considered by the school to be detrimental to maintaining high standards of behaviour and a safe environment.

Protocols regarding the searching or screening for banned items and their confiscation is addressed in Section 9.

'Prohibited Items' banned by law

• Knives or weapons	• Pornographic images
• Alcohol	• 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, or damage to the property of, any person (including the student)
• Illegal drugs and often incorrectly called 'legal highs'	
• Stolen items	
• Tobacco and cigarette papers	
• Fireworks	

For the purposes of this policy – the definition of **'knife'** includes any bladed article including: craft knife, Stanley knife, Swiss army knife, fishing knife, razors, kitchen knives, plastic knives or any other bladed item.

The term **'weapon'** refers to any gun, including Air Rifles, BB gun, Toy Gun, Pellet Gun, Cross bow, Taser, Blowpipe, Knuckleduster or any similar item and includes any item made for the purposes of assault or defence.

This policy is not constrained by the criminal definition of an offensive weapon. It refers to any item that could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others

Other Banned Items

There are a number of other items which the school deems to be detrimental to maintaining high standards of behaviour and a safe environment. This is not an exhaustive list and the Head Teacher and Deputy Headteacher may consider other items as inappropriate if believed that the possession of the item is to cause harm, distress or injury to another.

- Lighters/matches
- Tools (screwdriver, hammer, nails etc.)
- Chains
- Catapults, rope or cable ties
- Pepper sprays, gas canisters or aerosols
- Flammable substances
- Solvents
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc.)
- Nail Varnish
- Tippex
- Chewing Gum

- Offensive material including, racist, homophobic, extremist material (in any medium)
- Laser pens
- Age inappropriate media in any form
- Needles (Syringes if required for medical grounds should be kept in accordance with the students' care plan and our drugs/medical policy)
- Other drug paraphernalia
- Nicotine vapes and any vaping devices, including Juuls used for liquid drugs

- Legal drugs including over the counter medications
- Stink Bombs
- Jewellery except that permitted under school uniform policy
- Digital Watches with access to the internet, e.g. Apple watches
- Personal electronic devices of any kind (including mobile phones if used in contravention of the school's Mobile Phone Policy)
- Non-school uniform clothing
- Energy drinks including any with caffeine.

The above is a non-exhaustive list and the school reserves the right to search for items which reasonably could be considered to have the potential to cause harm to other students or damage property.

Mobile Phones

The school's Mobile Phone Policy 2023 allows mobile phones to be brought into school but for Years 7-11 they must be locked in a Yondr pouch all day while on school premises; and sixth formers may only use their phones under certain circumstances prescribed the school's mobile phone policy (section 4). If a staff member reasonably believes that the mobile phone policy has been breached, then the mobile phone may additionally be searched for as a Banned Item in line with Section 9 below.

If a student in Years 7-11, needs to call home during the school day, they can come to the school office at break or lunchtime or at the end of the school day and the call will be made.

6.6   Scope of behaviour rules

Where it applies

Students will be taught that if they breach the school's Behaviour Policy

- while taking part in any school-organised or school-related activity off-site; or
- while travelling to or from school; or
- while wearing school uniform off-site or in some other way identifiable as a student at the school;

will be dealt with **in the same manner as if the incident had taken place at school**.

This will also apply to misbehaviour at any time that could have repercussions for the orderly running of the school or poses a threat to another student or member of the public or could adversely affect the reputation of the school.

The decision to sanction a student is lawful if it is made on the school premises or elsewhere at a time when the student is under the control or charge of a member of staff of the school

6.7   Expectations

The school expects all members of the school community

- to show respect for the dignity and personal space of others;
- to show respect for the dignity and privacy of others when interacting directly with them or referring to them as third parties in speech, writing or on social media;
- to respect the law;
- to show proper regard for the safety of themselves and others;
- to follow school procedures and routines and to accept the direction of those in authority;
- to take pride in their personal appearance and presentation, to cultivate good manners and to dress smartly in accordance with the code of dress appropriate to their role.

Expectations of student behaviour

	Respect for Self	Respect for others	Respect for the environment	Respect for Learning
All settings	Give your best effort daily Wear correct uniform at all times and with pride Follow the rules on jewellery and make -up Speak and act appropriately Use respectful language	Be kind Use good manners and appropriate language Keep your hands and feet to yourself Be patient and accepting of others Appreciate each other differences, gifts and talents	Recycle Keep our school clean and put rubbish in the bins Respect school property Follow the one-way systems on staircases	Be on time for school and all lessons Respect what others say and do in lessons Be a good listener Follow classroom rules and instructions Follow seating plan
Corridors	Walk to the left Move calmly and quietly Speak in a normal voice	Respect others personal space	Enjoy others displays and space	Remember to be quiet
In the playground	Play safely and avoid boisterous behaviour towards others	Respect others personal space Always use appropriate language Be a good sport	Place litter in the bins Respect school property e.g. benches/tables	Follow instructions given by staff on duty
Assembly	Line up quietly and on time Remain quiet Keep your focus on the teacher delivering assembly	Respect the speaker Be a good listener	Act accordingly in our chapel and respect the chapel	Sit appropriately with your group and demonstrate respect
Gym	Wear the correct school PE kit Focus on the teacher/external coaches Participate	Encourage and support others to do their best Applause when appropriate Learn and follow safety rules	Respect equipment Keep it clean No eating, bring your own water bottle	Listen to the teacher and others Know and practice the rules Pay attention
Specialist Areas (Science, Music, Art DT, Drama)	Listen carefully to instructions Respect equipment Explore opportunities appropriately	Wait your turn Follow procedures for use of equipment	Follow health and safety rules Replace the things you use Keep your area tidy	Pay attention when using specific equipment Listen to the teacher or support staff
Dining/ Canteen area	Follow expectations and line up quietly Show respect for the staff	Speak in a normal voice and only to those on your table	Clear your plates and cutlery/rubbish Place your chair under the table when leaving Follow the one way system	Sit properly Use good manners
Transport	Travel safely Sit appropriately Be an ambassador for our school	Treat all members of the public with respect Be helpful to others e.g. offer your seat Speak quietly and use respectful language	Care for the environment and take your litter with you	Pay attention to announcements on tube lines Respect health and safety rules

7   TRANSITION

7.1   New Students

Arrangements for the induction of new students in Year 7 and Year 12 will be made to ensure that they understand the school's behaviour policy and ethos.

Where necessary, extra support and induction will be provided for students who are mid-phase arrivals.

7.2   Transition through the school

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

8   USING PRAISE AND REWARDS

All members of the school community will do things that deserve to be praised. Research has proven effective use of praise to be a fundamental to raising student achievement. At Sacred Heart High School, we seek to ensure that praise motivates students and helps them to feel valued. It is recognised that praise is more effective than punishment and that positive behaviour and good attendance is more likely to be fostered in a climate of rewards and encouragement. All students have a need for positive affirmation, and it is important that the positive behaviour of the majority is not taken for granted.

At Sacred Heart, we are motivated to learn by praise, reward and celebration of achievement. Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Comments should also be logged on the student's record in SIMS.

During the course of each term, teachers should find an opportunity to praise every student in their classes individually. Likewise, line managers should praise all members of their teams whenever appropriate and at least termly. Praise is not a one-way exercise. At Sacred Heart, we will actively encourage students to praise staff, and colleagues to praise their line managers. Praise must be given for progress, not just for high quality work.

8.1   Stages of Praise & Appropriate Rewards

The following model outlines the stages of praise to celebrate positive behaviour for learning and living in a community and the use of rewards

Level 1	Rewards for positive behaviour given by classroom teacher and tutor
Level 2	Rewards for positive behaviour given by Heads of Department and Heads of Year
Level 3	Rewards for positive behaviour given by the Senior Leadership Team

At Sacred Heart we believe that if all staff are consistent in their approach and response to Level 1 positive behaviours that this in effect, increases the numbers of further positive behaviours beyond Level 1.

Collectively as a school community we give clear messages about the expectations and boundaries of learning and living in a school community. Staff, therefore, should consistently celebrate and reward Level 1 behaviours at the time and wherever it occurs in school.

All such achievements must be logged on SIMS. Our collective approach to behaviour education is in keeping with our Catholic Ethos: as staff we seek to creative positive classroom climate where positive attitudes to living and learning are acknowledged and negative attitudes are challenged and re-directed.

The school acknowledges that our students are in the process of a massive transformation from children to adults and during this period they will make choices which may be risky and challenge social norms. It is our responsibility as adults, in collaboration with parents, to sustain boundaries, rules and expectation of our school while at the same time supporting our students pastorally through this period of social, emotional and intellectual challenge.

Achievement Stage	Action	Type of Rewards
Level 1 Achievement • Exceptional homework • Exceptional classwork • Positive contribution to discussions • Courtesy • Kindness • Academic progress • Enthusiasm for learning • Helpfulness	Reward by the class teacher, tutor or member of staff encountering them logged on SIMs	**Level 1 rewards may include:** • verbal praise • written praise in books or planner • Praise stamps • Postcard home from classroom teacher and or tutor • Contact home via email or phone call • Name on form room/classroom achievement board
Level 2 Achievement • Goals graduate achievements • Subject achievements • Duke of Edinburgh • Sporting achievements • Artistic achievements • Leadership achievements • Exemplary Attendance and Punctuality record	Reward offered by the HOD, Director of Learning, Kairos Team logged on SIMs	**Level 2 rewards may include:** • Verbal praise in assemblies • Certificates • Badges • Letter home • Postcard home from HOD, Director of learning and or the Kairos Team • Article in the newsletter • Name on school wall of achievement

Achievement Stage	Action	Type of Rewards
Level 3 Achievement • Student of the year award • 100% attendance and punctuality • Leadership of a key whole school event • House of the Year award	Reward offered by the senior leadership team logged on SIMs	**Level 3 rewards may include:** • Verbal praise in assemblies • Certificates • Name on cup or shield • Article in the newsletter • Trip • Leadership skills rewarded with further responsibilities • Prizes • Letter home

9 SEARCHING, SCREENING & CONFISCATION OF BANNED ITEMS

Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe.

As a school we are aware of our obligations under the European Convention on Human Rights. Under Article 8, students have a right to respect for their private life. In the context of these rights and obligations, this means that students have the right to expect a reasonable level of personal privacy; and any decision to search a student will be reasonable, proportionate and risk assessed.

This policy identifies banned items in section 6.5 above and clarifies the extent (or reach) of the policy beyond school premises in section 6.6.

The powers available to the school as regards screening and searching students and confiscation are set out below in accordance with

- DfE Guidance, Searching, screening and confiscation (advice for schools), September 2022.

- DfE Behaviour in Schools, September 2022.

- DfE Use of Reasonable Force guidelines, July 2013

9.1 Screening

The law allows schools to require students to undergo screening by a walk-through or hand held metal detector, arch or wand, even if they do not suspect them of having a weapon and without the consent of the students and/or parents. Any member of staff can screen students.

The school acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening and searching students.

In line with DfE's Searching, Screening and Confiscation Guidance 2022, the school reserves the right to conduct regular random screening searches to ensure that

the school's policies regarding banned items are being adhered to. This includes the use of scanners to support the process. This may also include searching of students' outer clothing, bags or lockers without consent if the school believes there is an item that could cause harm or place students at risk.

9.2   Searching

With the student's 'informed consent'

The headteacher and staff they authorise, may under common law, search a student for **any item** with the student's consent.

The authorised member of staff should always seek the cooperation of the student before conducting the search. In doing so, staff will work with student(s) to ensure they understand the reason for the search and how it will be conducted so that student agreement is informed.

If the student is not willing to cooperate with the search, the member of staff should consider why this is the case.

Without the student's consent

The headteacher (and staff they authorise) have a statutory power to search a student or their possessions without consent where they have reasonable grounds to suspect that the student may have a **Prohibited Item** listed in section 6.4 above.

If the student continues to refuse to cooperate, the member of staff should sanction the student in line with the school's Behaviour Policy ensuring that they are responding to the misbehaviour consistently and fairly.

Before Searching

- An appropriate location for the search should be found away from other students.

- The authorised member of staff should make an assessment of how urgent the need is for a search; and consider the risk to other students and staff.

- The school will consider the age and needs of the student being searched. This includes students with SEND needs and making reasonable adjustment where appropriate and necessary.

During Searching

The search should be conducted by a female member of staff and with another adult present, where possible of the same gender.

There is a limited exception to this rule:

Staff are legally allowed to carry out a search of a student of the opposite sex to them, with or without a witness present, **but only where** the school reasonably believes that there is a risk that serious harm will be caused to the student or others if they do not conduct the search immediately; and where it is not reasonably practicable to summon another member of staff.

Removal of Clothing

Staff may require the removal of **outer garments** only, such as a blazer, jumper, coat, hats shoes, boots or scarves. Staff **may not** require a student to remove other clothing that is worn wholly next to the skin or immediately over underwear (such as a blouse or skirt). Strip searches are never conducted by the school -these can only be conducted by the police, see further detail below.

Strip Searching

A strip search is a search involving the removal of **more than** outer clothing. Strip searches on school premises can only be carried out by police officers. While **the decision to undertake the strip search itself and its conduct, are police matters, the school retains a duty of care to the student involved and should advocate for student wellbeing at all times.**

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the student(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents must always be informed by a staff member once a strip search has taken place and the school must keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Searching Student Possessions

Searching the student's possessions includes searching a student's goods over which she has or appears to have control, this includes bags and lockers. Searches will be conducted in such a manner as to minimise embarrassment or distress. When items are found, they may be confiscated if it is reasonable to do so, and the item is not allowed under school rules. Where any article is thought to be a weapon, illegal drug or stolen property, the school has a duty to pass this to the Police.

Staff may search lockers and desks or other personal spaces for any item. Students agree to this as part of the acceptable use agreement for the allocation of lockers

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The power to use reasonable force in a search

If the staff member considers the search necessary, but not urgent, they should seek the advice of the headteacher, DSL or pastoral staff who may have more information about the student. During this time the student should be supervised away from other students.

If the students still refuses to co-operate, and if the search would be for **'Prohibited Items'** (as listed in section 6.4) the Headteacher, or in her absence, the Deputy Headteacher/DSL, will assess whether it is appropriate to authorise the use of reasonable force in line with section 2.2 above.

This will be considered on a case by case basis and in the context of consideration of whether conducting the search will prevent the student from

- causing disorder;
- hurting themselves or others; or
- damaging property.

Incidents of physical restraint must:

- **always be used as a last resort;**
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment; and
- be recorded and reported to parents

Reasonable force in searches may only be considered in relation to a search for a **'Prohibited Item'** listed within section 6.4.

Reasonable force **may not be used** to search for **Other Banned Items** listed in section 6.4 which are banned under school rules.

The use of reasonable force will differ depending on whether the search is of possessions or of the student themselves.

See further detail in **Appendix 1**

Recording Searches

Any searches for prohibited items should be recorded on the school's safeguarding software, Safeguard. Records should include:

- the date, time and location of the search
- which student was searched
- who conducted the search and any other adults or students present
- what was being searched for
- the reason or searching
- what items, if any were found and
- what follow up action was taken as a consequence of the search

Informing Parents/Carers

Sacred Heart works to maintain positive relationships with parents and carers who must always be informed of any search for a prohibited item and the outcome as soon as is practicable. A member of staff will inform parents of what, if anything, was confiscated and the resulting action that the school has taken including any sanctions applied.

In some cases, it may also be necessary to inform parents of a search of **any other items** banned under this policy.

Confiscation

The law allows a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Authorised staff conducting the search can confiscate anything that they reasonably suspect

- poses a risk to staff or students;

- is 'Prohibited', or falls under the other banned items group in this policy; or

- is evidence in relation to an offence.

What the school should so with what it finds

Being in possession of a 'Prohibited Item' (particularly knives, weapons, illegal drugs or stolen items) may signal a range of safeguarding risks for a student. Authorised staff should inform the Designated Safeguarding Lead (DSL) without delay if they believe a search has revealed a safeguarding risk. If the DSL finds evidence that any student is at risk of harm, they should make a referral to Children's Social Care Services immediately

- **Controlled Drugs and other harmful substances** must be delivered to the police as soon as possible. This may also be the best course of action for other substances believed to be harmful but under certain limited circumstances (see DfE searching guidance paras 58-59) it may allowed for these to be carefully disposed of by the school.

- **Alcohol, tobacco, cigarette papers or fireworks** may be retained or disposed of, but may not be returned to the student.

- **Pornographic images** may be disposed of unless the school has reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable. Staff should never intentionally view any indecent image of a child and must never copy, print, share, store or save such images. *See also below about electronic devices*.

- **Stolen items** must be delivered to the police as soon as reasonably practicable but if there is *good reason to do so*, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to

    ⁻ the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;

    ⁻ whether the item is banned by the school;

    ⁻ whether retaining or returning the item to the owner may place any person at risk of harm; and

- whether the item can be disposed of safely.

- **Weapons:** Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

- **Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as practicable, returned to the owner, retained or disposed of. If the school believes it has been used in an offence then *it must* be handed to the police. In deciding which to do, the school must take into account all relevant circumstances; use its professional judgement and consider

  - whether it is safe to dispose of the item; and

  - whether and when it is safe to return the item.

- **Other Items banned by the school** – staff should take into account all relevant circumstances and use their professional judgement in deciding whether to return, retain or dispose of the item, considering.

  - the value of the item;

  - whether it is appropriate to return the item to the student or parent; and

  - whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

- **Electronic devices** can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

  - As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

  Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

  If the member of staff conducting the search suspects they may find an indecent image of a child, they should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in *Keeping children safe in education*. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: *Sharing nudes and semi-nudes: advice for education settings working with children and young people.*

  If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police

as soon as possible. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so.

- In determining whether there is a **'good reason' to examine** the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

- In determining whether there is a **'good reason' to erase** any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the student and/or the parent refuses to delete the data or files themselves.

10 USING SANCTIONS

The school wants its sanctions to be **clear, unequivocal and consistent**; and we want **teachers to feel secure** in their position, **with the back-up of senior leaders**.

This section provides further detail regarding the warning system and sanctions that apply across the whole school.

10.1 Rationale for Sanctions

Sanctions provide public recognition that certain behaviour is unacceptable and inappropriate, and help students to develop a sense of right and wrong. They should be applied **sparingly but consistently**. Where students are familiar with routine expressions of approval and rewards, they are most likely to understand and accept the withdrawal of approval and use of sanctions. Restorative justice techniques will be employed as far as is reasonably possible but there is a clear distinction between those used for minor and major offences.

Sanctions are effective when:
- they relate to a specific task or action
- the recipient is clear about what they are being reprimanded for
- the sanction is applied clearly
- they are given consistently and fairly
- it is deserved
- the effect upon others, other than the recipient, is recognised/positive

Sanctions are ineffective when:
- they are given for vague reasons
- they are not recognised by the recipient
- they are used for all instead of just the individual(s) concerned
- they are given too easily and spread too widely
- the effect upon others, other than the recipient, is negative
- they focus repeatedly on the same issue without progress

10.2   Consistency

Collectively as a school community we give clear messages about the expectations and boundaries of learning and living in a school community. Our sanctions are graded as Level 1, Level 2 and Level 3, all of which must be logged on SIMS.

We believe that if all staff are consistent in their approach and response to Level 1 Behaviours, that this in effect, lessens the numbers of behaviours escalated beyond this.

10.3   Prior to applying a sanction

Consider effectiveness: DfE guidance which promotes consistency also acknowledges that alternative arrangements for sanctions can be considered on a case-by-case basis for any student where the school, believes an alternative arrangement would be more effective for that particular student. This such be considered before a sanction is applied.

Remember SEND legislation: Within this focus on consistency, staff will be mindful of their responsibilities referred to in section 2.3 above, regarding the law and reasonable adjustments when appropriate for students with SEND and the breadth of the term disability.

Reflect on whether there could be a safeguarding concern: Where the misbehaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm, school staff should (in line with *Part 1 of Keeping children safe in education*) speak to the designated safeguarding lead (or operational deputy) and follow our Child Protection & Safeguarding Policy

This includes clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police
  - Impose a Level 3 Sanction

In all cases of reported child on child abuse, sexual harassment or intimidation, the school's response will be **proportionate**, **considered** and **supportive**

Please refer to our Child Protection and Safeguarding Policy for more information.

10.4   Opportunity for Reflection

The school also recognises and understand that our students come to our school with a range of experience and understanding of how to self-manage their behaviour. Many of them need our additional support in learning how to live in a loving relationship with themselves and other people. Therefore, in our application of the sanctions systems, we strive to prescribe a sanction that both acknowledges the seriousness of the negative behaviour and at the same time

offers our students the means to reflect and change their behaviour so that they can be reconciled with themselves and others.

10.5   Detentions

Parents and carers should be advised that in line with changes resulting from the Education Act 2011, the school is no longer required to give 24 hours' notice of longer length detentions. In exercising its right to take same day action as required, the school will **make every reasonable attempt to inform parents by a variety of means** including email, text or phone call, of detentions **longer than 15 minutes**.

- With lunchtime detentions, staff should allow reasonable time for the students to eat, drink and use the toilet.

- When ensuring that a detention outside school hours **is reasonable**, staff issuing the detention should consider:

  - whether the detention is likely to put the students at increased risk (consider travel arrangements);

  - whether the students has known caring responsibilities;

  - whether the detention timing conflicts with a medical appointment.

If there is a pattern of repeat detentions the form tutor or Year Team Lead will meet with the student to ensure that there is an understanding of how the expectations of behaviour were not met, and what can be done differently.

10.6   Removal from Classrooms

Removal from the classroom is considered a serious sanction. It may only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal from classrooms will only be used

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;

- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and

- to allow the student to regain calm in a safe space.

As with all sanctions, it is important to consider whether this approach is **proportionate** and whether there are **any special considerations** relevant to its imposition such as reasonable adjustments relating to SEND.

- The continuous education provided may differ to the mainstream curriculum but should still be **meaningful** for the student.

- The removal location is stocked with appropriate resources and is supervised by staff trained in both the school behaviour policy and the interpersonal skills necessary to manage students with a variety of challenging behaviours and contexts.

- The student should never be locked in the room (*but there may be exceptional circumstances where there is a need to physically prevent a*

student from leaving on the grounds of an immediate safeguarding risk rather than disciplinary grounds)

- If a student has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, their social worker must be notified. If the student is looked-after, their Personal Education Plan should be appropriately reviewed and amended and their Virtual School Head notified.

- In considering the length of time for a removal from classrooms, care will be given to ensure that the time period it is fair, proportionate given the seriousness of the incident, and (if similar circumstances exist for others) consistent. *Timeframes to range from half a day to five days.*

- Students must not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These students will be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

- Parents must be informed on the same day if their child has been removed from the classroom.

The removal from classrooms sanction does not cover instances where for example a student is taken out of the classroom momentarily to be spoken to or to regulate their emotions because of identified sensory overload as part of a planned response.

10.7 Suspensions and Permanent Exclusions

Only the Headteacher (or the Acting Headteacher appointed in her absence) has the power to suspend or permanently exclude a student from school and this must be on disciplinary grounds and in line with *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'*.

The school's **Exclusions Policy** must be followed at all times and this includes being careful not to exceed the limit for fixed term exclusions for an individual student, within a single academic year (records maintained by the Admissions Officer).

In line with the school's Exclusions Policy, suspensions or permanent exclusions may be used in response to persistent or serious breaches of the Behaviour Policy. A serious breach may include but is not limited to 'Level 3 Behaviours' as listed below.

A permanent exclusion will only be used as a last resort and a decision to exclude a student permanently will only be taken:

- in response to a serious or persistent breaches of the Behaviour Policy; and

- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

11   BEHAVIOUR LEVELS AND SANCTIONS

Behaviour Levels 1-3 and the associated sanctions are set out overleaf.

All behaviour issues **MUST** be logged on SIMS/Safeguard to provide a clear evidence trail of interventions to date and steps taken to mitigate any escalation of behaviours.

11.1   Late Arrival at School

Students who arrive late to school other than in the case of unavoidable TfL reported, public transport disruption, will be given an automatic 30 minute 'Late Detention' on the day.

If a student is late to school in this context more than once in the same week, then they will be required to attend a 90 minute 'SLT detention' and will sit their 'Late detention' on the day.

11.2   Uniform

The warning system below does not apply to infractions relating to uniform. Students are regularly made aware of uniform expectations and the consequences of not abiding with these.

11.3   Level 1 Behaviour, Warning System and Sanctions

Warning System

For Level 1 Behaviours, sanctions will not be imposed the first time the behaviour occurs. All staff should initially use the warning system as set out below.

- **First warning**, noted by the teacher.

- **Second warning,** noted by the teacher

If the behaviour is repeated a third time, this then generates a **'Behaviour Point'** which is logged on SIMs and addressed with sanctions

> **LEVEL 1 BEHAVIOURS** including but not limited to those set out below.
>
> - Late to class: without permission
>
> - Minor disruption: shouting, chatting, humming, tapping, whistling
>
> - Failure to follow reasonable instructions: e.g. move seats, sit down, stop talking.
>
> - Uniform: wearing non-uniform items, nose / eyebrow piercings or cuts, banned jewellery, false lashes, nail polish & nail extensions (as per policy)
>
> - Equipment: failing to bring the required equipment to a lesson
>
> - Eating in classrooms and corridors, including chewing gum, energy drinks
>
> - Poor behaviour around school: shouting

If the behaviour is repeated after two warnings the **Level 1 Sanctions** will automatically be applied, see overleaf.

LEVEL 1 SANCTIONS

- If a student receives one Level 1 Behaviour Point they will be required to attend a centralised **same-day 'Level 1 Detention'** for 45 minutes.

- If a student receives 2 Behaviour Points in one day, the same day '**Level 1 Detention'** is extended to one hour.

- If a student receives 3 Behaviour Points in one day, they must attend not only the same day '**Level 1 Detention**' for one hour, but also a Level 2 '**SLT detention'** for 90 minutes as set out overleaf.

11.4   Level 2 Behaviour and Sanctions (no warning system)

Level 2 Behaviours include a repeat of Level 1 Behaviours, following a Level 1 Sanction (responding to an issue of **persistent** poor behaviour), and no further warning is appropriate. Level 2 Behaviours also include more serious behaviours as listed below.

LEVEL 2 BEHAVIOURS including but not limited to those set out below
HODs/ pastoral staff become involved (Tutor, Year Team Leads, PSM)

- Persistence of a Level 1 Behaviour

- Accruing 25 or more behaviour point in a term

- Defiance to staff: arguing with teacher, rudeness, defiance, challenging the teacher, ignoring member of staff, walking away

- Pushing or shoving, e.g. in the dinner queue.

- Damage to property, dependent on severity

- Truancy: from lessons (remaining on site)

- First time bullying incident dependent on severity

- Non-attendance at Level 1 Detention

- Poor conduct during Level 1 Detention

LEVEL 2 SANCTIONS include

- A 90-minute SLT detention after school 3.00 - 4.30pm ('SLT Detention')

- Removal from classrooms: During this time students will continue their learning and have time for reflection about their behaviour, see section 10.6 above.

- Community service

- Loss of social time as an opportunity for quiet and reflection

- Suspension, including automatic suspension for any students accruing 25 or more Behaviour Points in a term.

11.5 Level 3 Behaviours and Sanctions (no warning system)

Level 3 Behaviours are the most serious and bring with them a risk of suspension or permanent exclusion.

LEVEL 3 BEHAVIOURS including but not limited to those set out below.
Serious matters. The assistance of member of SLT must be sought immediately.

- Serious actual or threatened violence against another student, member of staff, or member of the public

- Being in possession of, or under the influence of, or supplying an illegal drug or substance

- Smoking, vaping, or the consumption or misuse of alcohol

- Theft

- Damage to property, dependent on severity

- Abuse associated with one of the protected characteristics identified in our Equality Plan, for example racist, homophobic or transphobic abuse.

- Sexual harassment & sexual violence (see also section 13)

- Repeated bullying (considered as defiance) and other serious bullying including any bullying on the basis of 'protected characteristics'

- Possession of a knife or other dangerous weapon

- Threats to health and safety

- Inappropriate use of social media including sexting or sharing of sexual images of others, uploading of images

- Inappropriate sexualised behaviour

- Malicious accusations against staff or other students

- Persistent disruptive behaviour

- Use of obscene language towards a member of staff

- Misuse of the school name or logo, including in the setting up and use of online groups.

- Posting defamatory comments online about staff or other students

- Use of aerosols, matches, cigarettes

- Bringing school name into disrepute: behaviour outside school which causes complaint by public, causes damage to school reputation, including anti-social behaviour on public transport.

LEVEL 3 SANCTIONS

These could include

- Extended loss of social time

- Removal from classrooms, see section 10.6 above

- Suspension or permanent exclusion, see section 10.7 above.

12 SUSPECTED CRIMINAL BEHAVIOUR

The school reserves the right to notify the police of any action taken against a student in these circumstances. If the behaviour is criminal or poses a serious threat to others, the police will always be informed.

When police are informed it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping Children Safe In Education (KCSIE), and the designated safeguarding lead (or deputy) would take the lead.

Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures will be followed.

Parental cooperation

Where ever there is misuse of social media and the posting of messages or images which are harmful and threatening to other members of the school community, we expect parental co-operation in this matter and their constant vigilance about their daughter's use of social media.

13 'CHILD ON CHILD' SEXUAL VIOLENCE & HARRASSMENT

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in *Keeping children safe in education (KCSIE)* - especially Part 5. The DSL (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis.

It is important that **staff assertively challenge all inappropriate language and behaviour between students** (never normalising abusive language or behaviour by referring to it as banter). Staff must demonstrate and model manners, courtesy and dignified and respectful relationships.

The school prioritises the need to **create a culture in which sexual harassment of all kinds is treated as unacceptable**, see *Respectful School Communities toolkit*.

Where relevant, students who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

In line with our Child Protection & Safeguarding Policy, all victims will be reassured that they will be supported, kept safe, and are being taken seriously. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it in line with this policy. As with all safeguarding matters, the DSL will be engaged and will makes referrals into support services as appropriate.

14   BEHAVIOUR INCIDENTS ONLINE

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the school's Child Protection Policy and speaking to the Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern.

Senior staff will carry out a risk assessment based on the scope and likely impact posed by incidents of online misuse so as to assess the need for any coordinated Critical Incident response.

In cases where the school suspects a students of criminal behaviour online, the principles of section 13 above will be applied.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the DSL (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and the school will follow the principles as set out in _Keeping Children Safe In Education_. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: _Sharing nudes and semi-nudes: advice for education settings working with children and young people_.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will have the confidence to sanction students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the school when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school

15   SUPPORT SYSTEMS FOR STUDENTS

At Sacred Heart, all aspects of learning are underpinned by the philosophy of high performance for all. This is supported by approaches to learning which focus on ensuring the development of skills, values, attitudes and attributes   to enable all students to excel. On a whole school, departmental and teacher basis staff work to address any barriers to learning for individual or groups of students.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the students.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis

15.1 Preventative interventions

The school will adopt a range of intervention strategies as needed to help students manage their behaviour and reduce the likelihood of suspension or permanent exclusion. This may occur outside the class room in small groups or one-to-on as needed.

Systems are in place to ensure that relevant members of the senior team and pastoral staff are aware of any student persistently misbehaving whose behaviour is not improving following low-level sanctions or for whom there has been a sudden change in behaviour.

Interventions can include

- frequent and open engagement with parents, including home visits if deemed necessary;

- providing mentoring and coaching;

- short-term behaviour report cards or longer-term behaviour plans;

- **engaging with local partners and agencies** to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

- Special Educational Needs Code of Practice	- Outside Agencies e.g. External Counselling, Education Psychologist, CAMHS
- In school counselling provided by the school's psychotherapists	- Use of Off-Site Direction
- Attendance Officer input	- Involvement of Community Police Officer where appropriate
- Referrals for early help intervention	- School Nurse
	- Parental contact

- The 'graduated response' will be used to assess, plan, deliver and then review the needs of the student and the impact of the support being provided. If the student has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural

- Where a school has serious concerns about a student's behaviour, it should consider whether a multi-agency assessment is required

Strategies to support 'At Risk' students

The following strategies may be used to support at risk pupils:

- early home/school contact leading to daily report to the pastoral team if necessary in order to modify student behaviour;	- the student may receive specific sessions targeted at individual needs organised and delivered by members of the TACT team (for example, mentoring, cognitive behaviour therapy);
- referral to the Erskine Centre; to support pastoral needs;	- Use of a Behaviour Support Plan.
- the student may receive support from school and outside agencies through a Pastoral Support Plan;	- Referral to the Stuart Centre for short term intervention programmes and support away from mainstream classes to enable a period of reflection and activities to modify behaviours.

15.2   Actions following a sanction

Following any sanction, strategies will be adopted to help the student understand how to improve their behaviour and meet the school's expectations. This may include

- a **targeted discussion** with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;

- a **phone call with parents**, and the Virtual School Head for looked after children;

- **inquiries into the student's conduct with staff** involved in teaching, supporting or supervising the student in school;

- **inquiries into circumstances outside of school**, including at home, conducted by the designated safeguarding lead or a deputy; or

- considering whether the support for behaviour management being provided **remains appropriate** to prevent re-occurrence, communication with SLT, etc.

16   STAFF INDUCTION, DEVELOPMENT & SUPPORT

Awareness and training

All new staff will be provided with induction regarding the school's ethos and behaviour policy to enable them to best support the students in their positive contribution to the school community.

Trainees and Early Career Teachers will receive training on behaviour in line with the ITT Core Content Framework and Early Career Framework delivered in part directly through the school's involvement as lead for the Central London Teaching School Hub.

Further training to continually develop awareness of their responsibilities regarding behaviour and safeguarding will be provided for staff including through regular line management meetings, pastoral meetings and curriculum access teams. Appropriate staff will be encouraged to study for the National Professional Qualification in Leading Behaviour and Culture.

Intervention and Support

It is however recognised, that there will be occasions when staff will need a greater level of support relating to the behaviour of:

- **A class or group.** In such instances advice should be sought from their line manager and additionally, support can be requested from Heads of Department (HODs); the Head of Year and where appropriate the SLT.

- **Individual students** in terms of managing the behaviour and attendance**.** In such instances, support will be offered through appropriate differentiation as discussed with the Head of Dept; and departmental specific support e.g. detentions, group move, etc.

- **Escalation of behaviour concerns requiring immediate assistance.** Where immediate assistance is required, staff should email SLT for support. This support will include not only immediate support in the classroom but also following up with the member of staff afterwards.

17 REINTEGRATION

The headteacher will ensure that there is a clear process for reintegrating any student who has been away from the classroom as a result of a removal from classrooms sanction, off-site direction, suspension or permanent exclusion (where the student has returned for example as a result of an appeal being upheld or the exclusion rescinded) to support supporting students' future behaviour.

This will include a meeting with the student (and ideally the parent/carers whether before or at the point of return) and if relevant may include other agencies. The school understands that the return of a student cannot be delayed because the parent/carer is unable to attend the reintegration meeting.

The school will consider what support is needed to help the student return to mainstream education and meet the expected standards of behaviour.

18 MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF

The school recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction, which may include suspension or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

19 MONITORING AND EVALUATION

The, monitoring and evaluation of behaviour will be undertaken senior and middle leaders by reviewing the following sources of information:

- SIMs/Safeguard
- Edulink
- Behaviour Spreadsheet/data base
- Racist incident and bullying logs
- SEND Register
- Attendance Register
- Student files – Attainment/achievement data / parental communication
- Departmental data systems
- Target Setting data
- Outside Agency data e.g. Localities team / community police/data/health service

All members of staff have a role to play in monitoring the rewards and sanctions systems within school. Tutors should monitor rewards and sanctions on a daily

basis via their tutor group report available on their SIMs homepage to enable swift and timely intervention with students.

Rewards and sanctions are monitored, reviewed and evaluated on a termly basis by the Senior Leadership Team.

Students will also be asked about their experience of behaviour at the school and provide feedback on the school's behaviour culture.

20   MAKING A PARENTAL COMPLAINT
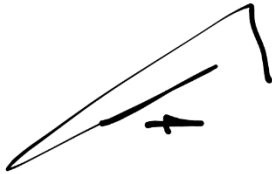
If a parent is not satisfied with the way a behaviour issue has been addressed, the appropriate Assistant Headteacher for the relevant Key Stage should be contacted. Please see further detail on the procedure in the School's Complaints Policy which is available on the school website.

21   RATIFICATION

This Policy has been approved by the Headteacher and Ethos Committee and ratified by the full governing board in December 2024. The Policy and appendices will be reviewed for December 2025

Mrs S O'Donovan
Headteacher

Glen Hodgson
Chair of Governors

APPENDIX 1

Guidelines on Safe Touch and Use of Reasonable Force in School

The school Mission Statement makes clear the intention of The Sacred Heart High School (SHHS) to promote the well-being and achievements of all within that community and to create an environment in which individuals are safe to learn and each one is concerned for others.

The values of the Mission Statement emphasise the essential dignity and worth of each person as a learner and a person called by God. It is within the context of the values and principles of the Mission Statement that the Sacred Heart High School sets guidelines for safe touch and the use of reasonable force to control and restrain students as part of the Learning and Living in a Sacred Heart Community Behaviour Policy.

The following values and principles of the Mission Statement apply specifically to this policy:

'*This community works together to bring one another to an awareness of the fullness and meaning of their life rooted in the love of God.*'

We do this by:

- respecting the uniqueness, worth and development of each individual both as a learner and as a person called by God in dignity and faith.

- creating a well ordered, stimulating, secure and encouraging learning environment.

This guidance is in line with current relevant legislation, including the DFE Use of Reasonable Force, July 2013, advice for headteachers, staff and governing bodies.

All senior and key pastoral staff have been trained in the use of restraint.

SAFE TOUCH

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is necessary. The following list gives some examples:

- When comforting a distressed student

- When a student is being congratulated or praised

- To demonstrate how to use a musical instrument

- To demonstrate exercises or techniques during PE lessons or sports coaching

- To give first aid

Any physical contact of this nature with students, should take place in an open environment (see the school's Child Protection & Safeguarding Policy).

WHAT IS REASONABLE FORCE?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.[1]

- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control students or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, injury or the committing of a criminal act would have followed. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items" – please refer to the 'Learning and Living in a Sacred Heart Community Policy

Examples of such situations are:

- A student attacking a member of staff, or another student

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[1] Section 550ZB(5) of the Education Act 1996

- Students are fighting

- A student is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or object

- A student is/or appears to be under the influence of alcohol or illegal substances

- A student absconds from school (this will only apply if a student would be at serious risk if not kept in school).

- prevent a student behaving in a way that disrupts a school event or a school trip or visit

What might be regarded as constituting reasonable force?

Physical intervention can take a number of forms:

- Partial – restricting and preventing particular movements

- Total – as in the case of immobilisation

In particular:

- Physically interposing between students

- Blocking a student's path

- Leading a student by the arm

- Holding

- Pushing

- Pulling

- Shepherding a student away by placing a hand in the centre of the back or in more extreme circumstances using more restrictive holds.

However, staff should never act in a way that might reasonably be expected to cause injury or pain, for example by:

- Holding a student round the neck, or by the collar, or in any other way that might
- restrict the student's ability to breathe
- Slapping, punching, kicking or using any implement on a student
- Throwing an object at a student
- Twisting or forcing limbs against a joint
- Tripping up a student
- Holding or pulling a student by the hair or ear
- Holding a student face down on the ground
- Touching or holding a student in any way that might be considered indecent.

Procedures

During an incident staff should not hesitate to act in an emergency provided they follow the policy and procedures. However, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience. In any application of physical restraint, the minimum reasonable force should be used to calm down the situation.

Help should be summoned from colleagues; other students should never be involved in the restraint. The student should be approached calmly but firmly. Where possible,

explain the consequences of refusing to stop the behaviour and continue to communicate with the student throughout the incident. It should be made clear that the physical contact or restrain will stop as soon as it ceases to be necessary. A calm and measured approach is needed and a teacher (member of staff) should never give the impression that they have lost their temper, or is acting out of anger or frustration or attempting to punish the student.

The method of restraint employed must use the minimum force for the minimum time. In dealing with these difficult and stressful situations, the following should be considered:

- Being aware of any feelings of anger
- Ways and means to summon help
- Talking as a means to calm the situation
- Ensuring a free passage of air through airways
- Providing a "soft" surface if possible
- Being aware of accessories worn by you or by the student that could cause injury
- Monitoring the student's respiration, circulation and state of consciousness
- Involving profession medical assistance from onsite practitioners

Especially do not:

- Try to manage on your own
- Stop talking, even if the student does not reply
- Straddle the student
- Push the arms up the back
- Touch the student near the throat or head
- Put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck).

Recording of Incidents where Reasonable Force has been used

Immediately following any such incident, the member of staff concerned should inform the Deputy Head (Safeguarding Lead) or any member of the SLT of the events and then provide the short written factual report using the template overleaf, as soon as possible afterwards.

Complaints

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Informing Parents:

- Parents will always be informed of serious incidents involving the use of force on their child.

If a student or their parent complains when force is used on them:

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated by the Headteacher or a senior member of staff

- Where a member of staff has acted within the law i.e. they have used reasonable force in order to prevent injury, damage to property or disorder, this will provide a defence to any criminal prosecution or other civil or public law action.

- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true; it is not for the member of staff to show that he/she has acted reasonably.

- Suspension must not be the automatic response when a member of staff has been accused of using excessive force (see Safeguarding Policy – 'Dealing with Allegations against Teachers and other Staff')

See a template overleaf for use following the use of force in school

REPORT FOLLOWING THE USE OF FORCE IN SCHOOL

Name of Student(s) involved and Year Group	
Date of completing this report	
Date of Incident	
Time of Incident	
Where incident took place	

Description of the Incident: Briefly outline how the incident began and progressed, including details of the student's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long

Why was the restraint needed?

Mention steps taken to defuse situation and possible consequences should the restraint not be applied

Restraint described

mention degree of force and how force was applied and duration of force

The student's response and the outcome of the incident

Details of any obvious or apparent injury suffered by the student, or any other person, and of any damage to property
If there was an injury, was this recorded in the accident book? YES /NO

Was the student checked for injuries by a member of staff not involved in the incident? Is there a medical report from onsite first aiders?

Any further details

Where reasonable force has been used on a student, parents are to be informed by the appropriate Senior Member of Staff. Please note that parental consent is not need to use force on a student in the appropriate circumstances. Have the parents been informed?
YES   /   NO

Members of Staff Involved	
Adult witnesses to restraint	
Student witnesses to restraint	

This report must be sent to the Headteacher as soon as possible following the incident

APPENDIX 2

ROLES AND RESPONSIBILITIES FOR SPECIFIC STAFF

On the following pages this separately addresses roles and responsibilities for:

- Class teachers
- Form Tutors
- Heads of Department
- Key Stage Pastoral Teams
- Senior Leaders
- The Headteacher

Responsibilities for Class Teachers

Establishing Positive Relationships

''What is the good of teaching various subjects, of wasting time learning them, if at the same time we cannot teach children the words of life and touch their hearts and consciences''
(St Madeleine Sophie'')

'Demonstrating caring is one of the most powerful ways to build positive relationships with your pupils' (Kerman et al., 1980). When actions and words communicate that you sincerely care for your students, they are more likely to want to perform well for you and enjoy coming to school. Caring also fosters a preventive approach to discipline, as students who feel cared for are more likely to want to please you by complying with your wishes and policies.

In the classroom staff have the responsibility to establish an ordered and purposeful learning environment, setting high expectations of behaviour.

Therefore

- At the beginning of each lesson, be on time, ensure students are in an orderly line, greet the students kindly and openly, be glad to see them. (*Good morning/good afternoon*) Expect students to stand behind their chairs and greet you back using your name.

- Ensure all students are seated according to the seating plan

- Take the register and call students by name, expect a response

- Scan the room to ensure students have their books/pens etc out of their bags

- Start the lesson by saying eg, ''*I want everyone to do their very best today and look forward to seeing you engaging and concentrating on the work we are about to do*''

- Avoid any negative comments to individuals for example '*A, I do not want to have to speak to you today about being off task like you were last lesson*'. This is a new lesson so every student starts afresh

- During the lesson positively reinforce students verbally for their good work, engagement any acts of kindness.

- Handle off task behaviour in a positive and constructive way.

- Remain calm, do not raise your voice, refer to the behaviour not the student by name. Engage them in talking about their learning, eg '*'show me what you have done so far/have you thought about what else you could include in your response?/ here are a couple of ideas to add more detail"*

- Touch base with students you know to be vulnerable, need support, or challenge the status quo.

- Ensure you are familiar with the learning needs of students with an EHCP/are on the SEN register and use the strategies outlined as part of their provision map.

- Students whose behaviour and well –being are of concern will have a Behaviour/Pastoral support plan and this will be made available to teachers in order to support learning and managing their behaviour

- Always remain calm if a student is behaving inappropriately or disrupting the lesson.

- Never raise your voice in anger at a student.

- Quietly ask students who are disrupting others or off task to get on with their learning and always respect the personal dignity of the student.

- Always respond to poor corridor behaviour or behaviour at break or lunch if on duty. It is everyone's responsibility to ensure good order across the school, collectively we can make a difference to ensure a happy and safe environment built on Gospel values

- Do not challenge the poor behaviour of a student or angrily tell them off in front of others.

- Make use of **the 'warning system' and Level 1 sanctions** outlined in our Behaviour Policy. For some students giving them a few minutes to recover (*A, just take a few minutes to recover, you might wish to put your head down or step outside the classroom for 2 -3 minutes. I will pop out and speak with you.*) If they have calmed down invite them back into the class and thank them for responding positively.

- If the above does not work use **Level 2/3 sanctions**, still retaining the dignity of the student.

- Ensure students with your support leave the room tidy and ready for the next lesson. All books, scrap paper/ cuttings etc. to be cleared up.

- Always end your lesson on a positive note, recognising hard work and effort and thank them.

Finally remember:

- Routines, norms, and consistency are how cultures are built. The most vulnerable or challenging students often need structure more than other children, who may have been living in a challenging, turbulent or unstructured environment, during lockdown

- Always make these students feel that they are valued, that they matter, and that their behaviour matters, they are far more likely to turn up and try. This is not only consistent with having high expectations, it is intrinsic to them and is part of our Sacred Heart ethos to treat them kindly

- Keep a close eye on any worrying behaviour traits that could be arising due to the stress and anxiety caused by COVID 19 and report these on Safeguard or to a senior member of staff/Year team lead/Pastoral Support Manager

- Always remain calm and treat the student kindly with dignity and respect

- Let students know that support is available. Students always need to see adults being positive, hopeful and in control of themselves outwardly.

Remember: Students will recall how you made them feel long after they have forgotten the consequence they earned as a result of their actions.

Praise and Rewards
Teachers should use praise and rewards to support the development of positive behaviour and attitudes.

- *verbal praise*	- *postcard home*
- *public praise where appropriate*	- *telephone call to parents*
- *positive written feedback*	- *commendation to the Head of Department*
- *positive comment in annual reports*	- *Certificates for achievement of the 5 Goals of Sacred Heart education*

Warnings and Sanctions

Sanctions must be clear and unequivocal and **consistent;** teachers need to feel secure in their position, with the back-up of senior leaders.

Teachers across all key stages should correct and reprove with kindness. In line with our principal of mutual respect, for various common but less serious types of poor behaviour (Level 1 Behaviours, specified in Section 11), teachers should operate a warning system:

- **First warning**, noted by the teacher

- **Second warning**, noted by the teacher

If the behaviour is repeated a third time, this then generates a 'Behaviour Point' which is logged on SIMs and addressed with sanctions

It should be noted that there are other more serious behaviours that fall outside the warning system and lead to an immediate sanction. This is set out in greater detail in Section 7 and the appropriate level of sanction depends on the nature of the behaviour.

Sanctions are used to support the development of positive behaviour and attitudes, such as respectfulness. Teachers should involve the Form Tutor, the Head of Department or Year Team Lead in supporting positive behaviour when strategies employed are not successful or in cases of serious misbehaviour

Responsibilities for Form Tutors

Setting High Standards

Form Tutors have the responsibility to set high expectations of behaviour; to monitor the behaviour of students in the form; and importantly **to offer students time, guidance, advice and support.**

Praise and Rewards

Form Tutors should use praise and rewards to support the development of positive behaviour and attitudes.

- *verbal praise*
- *public praise where appropriate*
- *positive written feedback*
- *positive comment in annual tutor reports*

- *postcard home*
- *telephone call to parents*
- *commendation award as part end of year Celebration of Achievement*
- *commendation for a Head Teacher's award*

Warnings and Sanctions

Just like class teachers, Form Tutors should correct and reprove with kindness. They should adopt the warning system listed in Section 7 -essentially two warnings for Level 1 Behaviours and if it happens a third time, this automatically leads to a Level 1 Sanction. Some more serious behaviours lead straight to a sanction, see more detail in Section 11.

Sanctions are used to support the development of positive behaviour and attitudes, such as respectfulness. Form tutors should inform and engage the support of parents. Form tutors should also involve the Year Team Lead, Pastoral Support Manager in supporting positive behaviour when strategies employed are not successful or the Assistant Headteacher for the Key Stage in cases of serious misbehaviour.

Responsibilities for Heads of Department

Setting High Standards

Heads of Department have the responsibility to set high expectations of behaviour **across the department** and to support subject teachers in promoting positive behaviour especially behaviour for learning

Praise and Rewards

Heads of Department should use praise and rewards to support the development of positive behaviour and attitudes.

- *verbal praise*
- *public praise where appropriate*
- *postcard home*
- *telephone call to parents*
- *commendation for Head Teacher's award*

Warnings and Sanctions

All teachers including Heads of Department should correct and reprove with kindness. They should adopt the warning system listed in Section 11 - essentially two warnings for Level 1 Behaviours and if it happens a third time, this automatically leads to a Level 1 Sanction. Some more serious behaviours lead straight to a sanction, see more detail in Section 11.

Strategy, Support and Communication

Heads of Department must also monitor and evaluate the giving of rewards and sanctions at departmental level to look at trends across the whole department. They should inform and engage the support of parents, nurturing their trust and support of their daughters learning and achievements

Heads of Department are required to support whole school behaviour sanctions including the Friday SLT detention cycle and to involve the Department Line Manager in supporting positive behaviour

Responsibilities for Key Stage Pastoral Teams

Pastoral teams include Year Team Leads and Pastoral Support Managers (PSMs)

Setting High Standards

Key Stage Pastoral Teams have the responsibility to set high expectations of behaviour **across the key stage** and to support form teachers in promoting positive behaviour

Praise and Rewards

Key Stage Pastoral Teams should use praise and rewards to support the development of positive behaviour and attitudes.

- *verbal praise*
- *public praise where appropriate*
- *postcard home*
- *telephone call to parents*
- *commendation to senior staff*

Warnings and Sanctions

Key Stage Pastoral Teams should correct and reprove with kindness. They should adopt the warning system listed in Section 11 - essentially two warnings for Level 1 Behaviours and if it happens a third time, this automatically leads to a Level 1 Sanction. Some more serious behaviours lead straight to a sanction, see more detail in Section 11.

Strategy, Support and Communication

Key Stage Pastoral Teams should also develop, implement and monitor a key stage policy on rewards and should formulate, implement and monitor Pastoral Support Plans where appropriate.

Key Stage Pastoral Teams should involve appropriate members of the SLT in supporting positive behaviour; and should inform and engage the support of parents - nurturing their trust.

They are also required to

- supervise off-timetable 'included' students

- support whole school behaviour sanctions including the Friday late detention cycle

Responsibilities for Senior Leaders

Setting High Standards

Senior leaders have the responsibility to set high expectations of behaviour **across the whole school** and to support all staff in promoting positive behaviour. They must lead by example and always model the positive behaviours they wish to see all staff embed as part of the whole school mission, vision and ethos of our Sacred Heart community

Praise and Rewards

Senior leaders should use praise and rewards to support the development of positive behaviour and attitudes.

- *verbal praise*
- *public praise where appropriate*
- *postcard home*
- *telephone call to parents*
- *commendation to the Headteacher*

Warnings and Sanctions

Senior leaders should correct and reprove with kindness. They should adopt the warning system listed in Section 11 - essentially two warnings for Level 1 Behaviours and if it happens a third time, this automatically leads to a Level 1 Sanction. Some more serious behaviours lead straight to a sanction, see more detail in Section 11.

Strategy, Support and Communication

Senior leaders are required to oversee the provision of Pastoral Support Plans and the re-integration of excluded students.

Senior leaders may call on the support of the Headteacher or Associate Headteacher in cases of serious breaches of school discipline or where a student might be in danger of exclusion. They should also inform and engage the support of parents.

Senior leaders are also required to

- to supervise off-timetable 'included' students
- to support whole school behaviour sanctions including the Friday SLT detention.

Responsibilities for Headteacher

In addition to the strategic responsibilities listed in section 4.2, the headteacher will maintain oversight of all 'removal from classrooms' sanctions, off site directions, suspensions and exclusions and design a clear process for reintegration.

Only the Headteacher or, in her absence, the person appointed as acting Headteacher, can exclude a student and this must be on disciplinary grounds. The school's Exclusions Policy is to be followed.

Before issuing or handing over the exclusion letter, they must seek confirmation that the parent has been notified by email or telephone call.

APPENDIX 3

The Five Goals of Sacred Heart Education -A Framework for desired positive behaviours

Our school ethos is underpinned by the five goals of Sacred Heart Education and this is the context which fosters effective learning and relationships both within the classroom and beyond. In effect, these form the basis of our ethos and provide a framework for promoting positive behaviours.

A positive ethos is one in which the students' confidence and self-esteem are promoted and they are encouraged to value one another and show a strong sense of belonging to the school as a community centred on gospel values. This results in a supportive atmosphere within the school and values which all of its members share, a sense of collective responsibility among staff, and a commitment to the school by the students and their parents;

The majority of students in the main, behave responsibly and conform to the expectations and values of the school. There are some students who are occasionally disruptive, but respond positively to the planned responses of the teachers. A small number of students have needs which require a range of interventions including additional resources within school and support from external agencies.

It is recognised that key barriers to learning are organisation, presentation, independent learning and attitude. If students are well prepared and are assisted in avoiding these barriers to learning then, for the vast majority, sanctions and consequences may never be necessary.

Our framework for positive behaviours is grounded in the **five goals of Sacred Heart Education** set out overleaf.

- Goal of Faith
- Goal of Social Awareness
- Goal of Personal Growth
- Goal of Intellect
- Goal of Community

SACRED HEART GOAL OF FAITH

As members of our Sacred Heart Community of Faith we are committed to striving and growing to be people who

- worship God with reverence and
- show humility and obedience

as we seek to love God and obey his commandments.

We can do this if we always try to:

- Line up in silence before assembly
- Enter and leave Chapel in silence
- Avoid distracting others from their prayers
- Follow routines and procedures for assembly and class prayers
- Participate reverently in worship
- Participate in planning and leading worship

- Share responsibility for creating a spiritual environment for worship and prayer
- Keep the commandments

The tables below provide examples to show behaviours that might indicate differing levels of commitment to the Goal of Faith and what rewards or interventions can be expected from staff in relation to such behaviours.

EXAMPLES (GOAL OF FAITH)

A *reluctant* member of our Sacred Heart community might…	A *compliant* member of our Sacred Heart community…	A *committed* member of our Sacred Heart community…	An *outstanding* member of our Sacred Heart community…
Sometimes talk or distract others during worship, is disengaged and needs reminders of how to behave during worship.	Does not talk or distract others during worship but does not always participate actively or engage fully and sometimes needs to be reminded of how to behave during worship.	Engages thoughtfully in worship, shows reverence and respect for God and others and does not normally need to be reminded of how to behave during worship.	Engages thoughtfully in worship, sometimes leads prayer, shows reverence and respect for God and others and does not need to be reminded of how to behave during worship.
Sometimes treats others disrespectfully and does not always reflect on Jesus' call to love God and our neighbour	Follows school rules about respect for others but does not always make a positive effort to show love of God and neighbour	Does her best to put into practice Jesus' command to love God and our neighbour	Thoughtfully and reflectively strives to act of the spirit of Jesus' command to love God and our neighbour

EXPECTATIONS (GOAL OF FAITH)

When I present myself as a *reluctant* member of our Sacred Heart community I can expect…	When I present myself as a *merely compliant* member of our Sacred Heart community I can expect…	When I present myself as a *committed* member of our Sacred Heart community I can expect…	When I present myself as an *outstanding* member of our Sacred Heart community I can expect…
To be challenged and given guidance and support from my tutor	To be challenged and given guidance and support from my tutor	Praise from my tutor and other staff and points awarded for	Praise from my tutor and other staff.

*When I present myself as a **reluctant** member of our Sacred Heart community I can expect…*	*When I present myself as a **merely compliant** member of our Sacred Heart community I can expect…*	*When I present myself as a **committed** member of our Sacred Heart community I can expect…*	*When I present myself as an **outstanding** member of our Sacred Heart community I can expect…*
To be referred to the PSM if my behaviour does not change To take part in restorative justice Community service		demonstrating gospel values.	Completion of Goals graduate booklets and affirmation by tutor. Goals Graduate certificate

SACRED HEART GOAL OF INTELLECT

As members of our Sacred Heart Community of Learning we are committed to striving and growing to be people who show

- Curiosity and an enthusiasm for learning
- Open mindedness
- A spirit of questioning

in the service of seeking the truth

We can do this if we always try to:

- Be on time for school and for lessons
- Line up quietly outside the classroom
- Be properly equipped for lessons
- Listen to instructions
- Always do homework on time
- Participate in discussion and share ideas
- Work well with others
- Never disrupt the learning of others
- Take pride in the presentation of work
- Make classwork and homework work the best it can be

- Act on feedback and targets for improvement
- Extend learning through wider reading and independent study
- Listen respectfully to the views and contributions of others
- Be open to criticism
- Be self-critical
- Challenge views and ideas

The tables below provide examples to show behaviours that might indicate differing levels of commitment to the Goal of Intellect and what rewards or interventions can be expected from staff in relation to such behaviours.

EXAMPLES (GOAL OF INTELLECT)

A *reluctant* member of our Sacred Heart community might…	A *compliant* member of our Sacred Heart community might…	A *committed* member of our Sacred Heart community will…	An *outstanding* member of our Sacred Heart community will…
Be late for school or for lessons Not line up properly Not bring books or equipment to lessons Not always listen to instructions Not hand homework in on time Not contribute to class discussion or group work Be satisfied with rushed, careless or incomplete work Not act on the teacher's feedback Not listen respectfully to the views and contributions of others Find it difficult to accept criticism Not be prepared to challenge and question	Not contribute to class discussion or group except when explicitly directed by the teacher Be satisfied with meeting the minimum requirements for a piece of work Not always strive to do their best work Not do their best to act on feedback Rarely extend learning through wider reading and independent study Not fully engage with the views and contributions of others Find it difficult to accept criticism Need a lot of encouragement to challenge and question	Be willing to share ideas in discussion and contribute to group work Try to make all their work the best it can be Always try to act of feedback Support their learning through wider reading and independent study Listen respectfully and engage with the views of others Accept constructive criticism Challenge views and ideas	Be enthusiastic about class discussion and group work Strive for continual improvement Welcome feedback and act appropriately on it Take responsibility for their own learning Listen respectfully to others and engage constructively with views challenging to their own Welcome criticism as a means to improvement Always critically examine accepted views and ideas

EXPECTATIONS (GOAL OF INTELLECT)

When I present myself as a **reluctant** member of our Sacred Heart community I can expect…	When I present myself as a **merely compliant** member of our Sacred Heart community I can expect…	When I present myself as a **committed** member of our Sacred Heart community I can expect…	When I present myself as an outstanding member of our Sacred Heart community I can expect…
Subject detention Late detention To be referred to the Head of Department if my behaviour does not change To be placed on subject report To be referred to the Director of Learning if my behaviour does not change	To be asked to repeat work to improve it To be referred to my form tutor who will discuss my work with me and offer me challenge, advice and support	Praise from my subject teachers and other staff	Praise from my subject teachers and other staff. Completion of Goals graduate booklets and affirmation by tutor. Goals Graduate certificate

SACRED HEART GOAL OF SOCIAL AWARENESS

As members of our Sacred Heart Community of Service we are committed to striving and growing to be people who show the values and attributes of **Empathy and Compassion**, as we seek to love our neighbour and do justice

We can do this if we always try to:

- Consider the feelings of others
- Respect the privacy of others
- Offer help and support to those who need it
- Support our school's charitable fundraising activities

The tables below provide examples to show behaviours that might indicate differing levels of commitment to the Goal of Social Awareness and what rewards or interventions can be expected from staff in relation to such behaviours.

EXAMPLES (GOAL OF SOCIAL AWARENESS)

A *reluctant* member of our Sacred Heart community might…	A *compliant* member of our Sacred Heart community might…	A *committed* member of our Sacred Heart community will…	An *outstanding* member of our Sacred Heart community will…
Spread gossip about others Use social media to bully or humiliate others or publish private information about them Encourage others to gossip or misuse social media Avoid participating in fundraising activities	Avoid doing anything to hurt others but not attempt to reach out to those who might be lonely or unhappy or in need of help Join in fundraising activities as directed by their tutor	Avoid doing anything to hurt others and show kindness to those who might be lonely or unhappy or in need of help Work with others to make a strong contribution to fundraising activities and social action	Avoid doing anything to hurt others and go out of their way to befriend and support to those who might be lonely or unhappy or in need of help Formulate ideas and take on leadership in organising fundraising activities and social action

EXPECTATIONS (GOAL OF SOCIAL AWARENESS)

When I present myself as a *reluctant* member of our Sacred Heart community I can expect…	When I present myself as a *merely compliant* member of our Sacred Heart community I can expect…	When I present myself as a *committed* member of our Sacred Heart community I can expect…	When I present myself as an *outstanding* member of our Sacred Heart community I can expect…
To be challenged and given guidance and support from my tutor To be referred to the PSM if my behaviour does not change To take part in restorative justice Community service In serious cases or after repeated offences to be referred to the Director of Learning or a senior member of staff who may consider inclusion (removal from lessons) In the most serious cases to be referred to the Headteacher who may consider exclusion	To be challenged and given guidance, encouragement and support from my tutor	Praise from my tutor and other staff	Praise from my tutor and other staff. Completion of Goals graduate booklets and affirmation by tutor. Goals Graduate certificate

SACRED HEART GOAL OF COMMUNITY

As members of our Sacred Heart Community of Life and Love we are committed to striving and growing to be people who show the values and attributes of **Tolerance and Respect** as we seek to live peacefully in society

We can do this if we always try to:

- Show respect for difference and diversity
- Treat with respect those we find it difficult to like
- Never use physical violence against others
- Respect the personal space of others
- Avoid gossip and name calling
- Never use social media to abuse or humiliate others or to spread gossip and cause conflict
- Always show good manners
- Respect the physical environment by helping to keep the school free of litter and graffiti
- Treat school property and equipment with care

The tables below provide examples to show behaviours that might indicate differing levels of commitment to the Goal of Community and what rewards or interventions can be expected from staff in relation to such behaviours.

EXAMPLES (GOAL OF COMMUNITY)

A *reluctant* member of our Sacred Heart community might…	A *compliant* member of our Sacred Heart community might…	A *committed* member of our Sacred Heart community will…	An *outstanding* member of our Sacred Heart community will…
Insult or ridicule others on grounds of race, ethnicity, culture, gender, faith, disability, sexual orientation	Avoid physical violence or offensive language but keep quiet when they see others being badly treated	Take care not to cause hurt or distress to others, show kindness to those who might be lonely or unhappy or in need of help, inform a responsible adult when someone is being badly treated	Avoid doing anything to hurt others, go out of their way to befriend and support to those who might be lonely or unhappy or in need of help, actively challenge those who mistreat others and, inform a responsible adult when someone is being badly treated
Make racist or sexist remarks or jokes, or offensive comments or jokes about culture, faith or disability	Avoid doing anything to hurt others but not attempt to reach out to those who might be lonely or unhappy or in need of help	Always be courteous and polite	Show awareness of the importance of how they present themselves through personal courtesy and good manners
Invade others' personal space			
Use physical violence against others			
Spread gossip about others			
Use social media to bully or humiliate others or publish private information about them			
Encourage others to gossip or misuse social media			
Deliberately damage school property of equipment			
Deface the school building with graffiti			
Deliberately or carelessly drop litter			

EXPECTATIONS (GOAL OF COMMUNITY)

*When I present myself as a **reluctant** member of our Sacred Heart community I can expect…*	*When I present myself as a **merely compliant** member of our Sacred Heart community I can expect…*	*When I present myself as a **committed** member of our Sacred Heart community I can expect…*	*When I present myself as an **outstanding** member of our Sacred Heart community I can expect…*
To be challenged and given guidance and support from my tutor To be referred to the PSM if my behaviour does not change To take part in restorative justice Community service In serious cases or after repeated offences to be referred to the Director of Learning or a senior member of staff who may consider inclusion (removal from lessons) In the most serious cases to be referred to the Headteacher who may consider exclusion	To be challenged and given guidance, encouragement and support from my tutor	Praise from my tutor and other staff	Praise from my tutor and other staff. Completion of Goals graduate booklets and affirmation by tutor. Goals Graduate certificate

SACRED HEART GOAL OF PERSONAL GROWTH

As members of our Sacred Heart Community of Nurture we are committed to striving and growing to be people who show the values and attributes of:

- A Growth Mindset and a belief in the potential of high performance for all

- Resilience

- A sense of self-worth

as we seek to respect ourselves and experience the fullness of life in Christ.

We can do this if we always try to:

- Do our best

- Be open to and act on feedback

- Persevere when we find things difficult

- Be prepared sometimes to make a new start

- Keep ourselves safe

- Take pride in our appearance and in how we present ourselves

- Be true to ourselves and don't just follow the crowd

- Stand up for what we know is right

The tables below provides examples to show behaviours that might indicate differing levels of commitment to the Goal of Personal Growth and what s rewards or interventions can be expected from staff in relation to such behaviours.

EXAMPLES (GOAL OF PERSONAL GROWTH)

A *reluctant* member of our Sacred Heart community might…	A *compliant* member of our Sacred Heart community might…	A *committed* member of our Sacred Heart community will…	An *outstanding* member of our Sacred Heart community will…
Not always engage with school life and with learning Not respond to feedback and advice about their learning or conduct	Do the minimum that is expected but not engage with all the opportunities of school life	Engage with a variety of opportunities offered by school life to develop their gifts and talents and broaden their interests	Actively seek out opportunities to explore new interests and to broaden their experiences and interests
Not observe school uniform regulations Dress inappropriately for school Be scruffy or careless about their appearance	Observe the school uniform rules but not always take care to present themselves smartly or appropriately	Dress smartly in school uniform and take care about their appearance	Be aware of the importance of how they present themselves in their dress and in their manners
Be careless about their own safety and the safety of others Be thoughtless and unreflective about the consequences of their behaviour for themselves or for others	Keep out of trouble but have a tendency to follow the crowd and to turn a blind eye to the poor behaviour of others	Act as a positive role model for others and be their own person rather than following the crowd	Be prepared to challenge the irresponsible, unsafe or inappropriate behaviour of others and to stand up for what is right

EXPECTATIONS (GOAL OF PERSONAL GROWTH)

*When I present myself as a **reluctant** member of our Sacred Heart community I can expect…*	*When I present myself as a **merely compliant** member of our Sacred Heart community I can expect…*	*When I present myself as a **committed** member of our Sacred Heart community I can expect…*	*When I present myself as an **outstanding** member of our Sacred Heart community I can expect…*
To be challenged and given guidance and support from my tutor To be referred to the PSM if my behaviour does not change To take part in restorative justice Community service In serious cases or after repeated offences to be referred to the Director of Learning or a senior member of staff who may consider inclusion (removal from lessons) In the most serious cases to be referred to the Headteacher who may consider exclusion	To be challenged and given guidance, encouragement and support from my tutor	Praise from my tutor and other staff	Praise from my tutor and other staff. Completion of Goals graduate booklets and affirmation by tutor. Goals Graduate certificate