

SACRED HEART HIGH SCHOOL



BEHAVIOUR FOR LEARNING & LIVING IN A SACRED HEART COMMUNITY

JULY 2021

To be reviewed Autumn 2021

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; Safeguarding & Child Protection Policy; and the Equality Plan

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1 INTRODUCTION

We are a community of faith and learning, based on the Gospel of Jesus Christ, His values and teachings.

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 pupil 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 AIMS & THE IMPORTANCE OF RELATIONSHIPS

We seek to promote the highest standards of behaviour to support learning and living in a Sacred Heart community. We all need to work together on this and relationships are key. This includes all of us building trusting relationships with both parents and pupils.

Our aims with regards to behaviour are:

For pupils, staff and parents, that we all follow the gospel values; behave in a respectful manner towards one another, and do our best to be considerate of the feelings of others.

Additionally for staff, that

- we secure the safety and well-being of all members of the school community;
- we create an orderly community to enable the learning, progress and achievement of all;
- we prepare our pupils for the challenges of modern society and the workplace; and
- we enhance the dignity and self-worth of each individual.

We recognise the central importance of focusing on the creation and maintenance of good relationships: among the staff themselves, teaching and non-teaching; between staff and pupils; among pupils and their peers and between parents and school.

3 OVERALL EXPECTATIONS

We expect 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.

4 LEGAL AND POLICY FOUNDATION

4.1 Key Requirements and Legal Duties

This policy responds to the requirements of the Education Act, 2011, the Education and Inspections Act, 2006, and Independent School Standards Regulations, 2010; and government guidance Behaviour and Discipline in Schools (last updated Sept 2020).

This includes the requirement that all schools, academies and free schools must have a behaviour policy which must be available to all parents and prospective parents. The school acknowledges its legal duties under the Equality Act, 2010 and in respect of SEN pupils.

Teachers are in the position of parents / carers while pupils are in school (in loco parentis). Where relevant, **the expectations of behaviour and code of conduct apply on the way to and from the school and on school trips and visits.**

5 ROLES AND RESPONSIBILITIES

5.1 All staff

All staff need to repeat the expectations constantly, and in unison throughout the school day with all pupils. Positive cultures are immersive. Pupils- and staff- need to see the norms as frequently as possible. This means they should be modelled, explained, mentioned, pointed out, demonstrated and insisted upon

- a) continually, on a day-to-day basis, and
- b) formally in a targeted way

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

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 pupils. This includes the teaching of resilience and a nurturing of a sense of self-worth for all pupils.

5.2 Specific Roles

Distinct roles and responsibilities for class teachers, form teachers, heads of department, Key Stage Pastoral Teams, senior leaders and the Headteacher are set out in **Appendix 1.**

5.3 Expectations of Pupils

Behaviour expectations for pupils are set out below.

RESPECT FOR SELF; RESPECT FOR OTHERS; RESPECT FOR THE ENVIRONMENT; AND RESPECT FOR LEARNING.

	Respect for Self	Respect for others	Respect for the environment	Respect for Learning
All settings	Give you best effort daily Wear correct uniform at all times and with pride Follow the rules on jewelry 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

6 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 pupil achievement. At Sacred Heart High School, we seek to ensure that praise motivates pupils 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 pupils 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. Pupils should always be commended for good behaviour. Staff should recognise pupils' special achievements and share such information with other colleagues. Comments should also be logged on the pupil's record in SIMS.

During the course of each term, teachers should find an opportunity to praise every pupil 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 pupils to praise staff, and colleagues to praise their line managers. Praise must be given for progress, not just for high quality work.

6.1 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 HODs/Directors of Learning
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 create positive classroom climate where positive attitudes to living and learning are acknowledged and negative attitudes are challenged and re-directed.

We acknowledge that our pupils 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 pupils pastorally through this period of social, emotional and intellectual challenge.

Achievement Stage	Action	Type of Rewards
Level 1 Achievement <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • verbal praise • written praise in books or planner • Sophie stickers • Praise stamps • Postcard home from classroom teacher and or tutor • Contact home via email or phone call • Name on Form room wall of achievement
Level 2 Achievement <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
Level 3 Achievement <ul style="list-style-type: none"> • Pupil 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: <ul style="list-style-type: none"> • Verbal praise in assemblies • Certificates • Name on cup or shield • Article in the newsletter • Trip • Leadership skills rewarded with further responsibilities • Prizes • Letter home

7 USING SANCTIONS

We want our 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 applies uniformly across the whole school

7.1 Rationale for Sanctions

Sanctions provide public recognition that certain behaviour is unacceptable and inappropriate, and help pupils to develop a sense of right and wrong. They should be applied **sparingly but consistently**. Where pupils 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

7.2 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.

7.3 Opportunity for Reflection

We also recognise and understand that our pupils 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 pupils the means to reflect and change their behaviour so that they can be reconciled with themselves and others.

7.4 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.

Level 1 Behaviour: The Warning System and Sanctions

The warning system exists as a means of mutual respect. For Level 1 Behaviours all staff should **initially use the warning system**.

- **First warning**, noted by the teacher
- **Second warning in the same lesson**, noted by the teacher
- **Third warning** in the same lesson automatically leads to a Level 1 Sanction and is noted and uploaded to SIMs.

LEVEL 1 BEHAVIOURS including but not limited to those set out below.

THE WARNING SYSTEM APPLIES

Handled by classroom teachers, others on duty etc.

- **Late to class:** without permission.
- **Minor disruption:** shouting, chatting, humming, tapping, whistling
- **Defiance to staff:** arguing with teacher, rudeness, defiance, challenging the teacher, ignoring member of staff, walking away
- **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, pushing in dinner queue

If the behaviour is repeated after two warnings the **Stage 1 Sanctions** will automatically be applied.

LEVEL 1 SANCTION

- Centralised **same day one hour detention**. If the issue arises in Period 5 or later, the detention will take place the following day.

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

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

Level 2 Behaviour: 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, after the Level 1 Sanction**
- **Damage to property**, dependent on severity
- **Bringing school name into disrepute:** behaviour outside school which causes complaint by public, causes damage to school reputation, antisocial behaviour on public transport.
- **Tuancy: from lessons** (remaining on site)
- **First time bullying incident** dependent on severity

LEVEL 2 SANCTIONS include

- Removal from lessons (for equivalent of one day)
- Community service as an opportunity to reflect on the need to respect others and the physical environment
- Loss of social time as an opportunity for quiet and reflection
- Extended detentions

Level 3 Behaviour and Sanctions (no warning system)

Level 3 Behaviours are the most serious and bring with them a risk of exclusion (fixed term or permanent), see Section 7.5.

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 pupil, 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
- Racist abuse
- Homophobic / transphobic abuse
- Sexual harassment
- 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 pupils
- 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 pupils
- Use of aerosols, matches, cigarettes

LEVEL 3 SANCTIONS

These could include

- Extended loss of social time
- Removal from lessons and internal exclusion
- Fixed term or permanent exclusion

7.5 Exclusions

Only the Headteacher or, in her absence, the Head of School, can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed term periods (up to a maximum of 45 school days in a single academic year), or permanently.

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

There may be occasions where the seriousness of the behaviour merits immediate implementation of a fixed term or permanent exclusion irrespective of any track record of poor behaviour.

8 SUPPORT SYSTEMS FOR PUPILS

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 pupils to excel. On a whole school, departmental and teacher basis staff work to address any barriers to learning for individual or groups of pupils.

Pupils who have SEN needs are identified as part of the school's screening process and supported in their learning through a range of strategies. Regular Progress Meetings and team around the child and tutor (TACT) meetings are used to review academic progress and well-being and identify pupils most at risk and put in place appropriate interventions and follow up.

8.1 Strategies to support 'At Risk' pupils

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 pupil behaviour;
- referral to the Erskine Centre
- the pupil may receive support from school and outside agencies through a Pastoral Support Plan
- the pupil may receive specific sessions targeted at individual needs organised and delivered by members of the TACT team (for example, mentoring, cognitive behaviour therapy,)
- Use of a Behaviour Support Plan

8.2 Use of support structures and external agencies

Where pupils require additional support the school will seek, as appropriate, the assistance of various systems and agencies

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

- School Nurse
- Parental contact

9 SUPPORT SYSTEMS FOR STAFF

It is recognised that there will be occasions when staff will need a greater level of support. Staff who experience difficulty with a class or group should always seek advice from their line manager and additionally, may receive support in the following ways:

- Subject Leaders, Director of Learning and where appropriate the senior leadership team
- Through training and development opportunities as part of the school's CPD programme and pastoral meetings.

Staff who need advice on managing the behaviour and attendance of individual pupils will be offered support in the following ways:

- Through appropriate differentiation as discussed with the Subject Leader;
- Departmental specific support e.g. detentions, group move, etc.

10 FREEDOM FROM BULLYING AND INTIMIDATION

The school recognises that for pupils to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The school also acknowledges its duties and responsibilities under the 2006, Education and Inspections Act, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all schools to have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils.

At Sacred Heart we are proactive in our approach to preventing any instances of bullying. We have a dedicated Anti-Bullying policy which links directly to the behaviour and sanctions included in 7.4 above.

11 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
- Behaviour Spreadsheet/data base
- Racist incident and bullying logs
- SEND Register
- Attendance Register
- Pupil 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 pupils.

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

12 BEHAVIOUR OUTSIDE SCHOOL

Pupils who breach the school's Behaviour Policy while taking part in any school-organised or school-related activity or while travelling to or from school or wearing school uniform or in some other way identifiable as a pupil 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 pupil or member of the public or could adversely affect the reputation of the school.

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

This behaviour includes the 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 SEARCHING PUPILS

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 pupils. As a result, senior staff may search pupils' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

13.1 Banned Items

The following items are banned in school:

- Matches and lighters
- Aerosols
- Tippex
- Chewing Gum
- Dangerous instruments or offensive or dangerous weapons
- Flammable substances
- Nail Varnish
- Solvents
- Non-school uniform clothing
- Personal electronic devices of any kind (except when given permission)
- Jewellery except that permitted under school uniform policy
- Mobile phones (*Sixth Form are allowed to have these*)
- Digital Watches with access to the internet, e.g. Apple watches
- Cigarettes/nicotine vapes
- Vaping devices, including Juuls used for liquid drugs
- Drugs, including over the counter medications
- Drug paraphernalia
- Alcohol

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 pupils or damage property.

14 THE USE OF REASONABLE FORCE

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 pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils. (Please see Appendix 6)

15 MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF

The school recognises that there may be occasions when a pupil 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 fixed term or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

16 MAKING A PARENTAL COMPLAINT

If a parent is not satisfied with the way a behaviour issue has been addressed, the appropriate Assistant Headteacher should be contacted. If the matter is still not satisfactorily dealt with the Associate Headteacher will be involved and if necessary, then also the Headteacher.

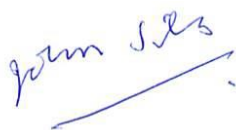
If the steps prescribed above have not fully resolved parents' or carers' concerns about bullying, the Governors can be contacted directly through the email address provided on the school website.

17 RATIFICATION

This Policy has been approved by the Headteacher and Chair of Governors in June 2021. It was later ratified by the full governing body in July 2021. The Policy and appendices will be reviewed in Autumn 2021.



Mrs M Doyle
Headteacher



John Sills
Chair of Governors

APPENDIX A: 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

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 pupils, 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 pupils 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 pupils are in an orderly line, greet the pupils kindly and openly, be glad to see them. (*Good morning/good afternoon*) Expect pupils to stand behind their chairs and greet you back using your name.
- Ensure all pupils are seated according to the seating plan
- Take the register and call pupils by name, expect a response
- Scan the room to ensure pupils 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 pupil starts afresh
- During the lesson positively reinforce pupils 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 pupil 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 pupils you know to be vulnerable, need support, challenge the status quo.
- Ensure you are familiar with the learning needs of pupils with an EHCP/are on the SEN register and use the strategies outlined as part of their provision map.
- Pupils 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 pupil is behaving inappropriately or disrupting the lesson.
- Never raise your voice in anger at a pupil.
- Quietly ask pupils who are disrupting others or off task to get on with their learning and always respect the personal dignity of the pupil.

- 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 pupil or angrily tell them off in front of others.
- Make use of **the 'warning system' and Level 1 sanctions** outlined in our Behaviour for Learning and Living Policy. For some pupils 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 pupil.
- Ensure pupils 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 pupils often need structure more than other children, who may have been living in a challenging, turbulent or unstructured environment, during lockdown
- Always make these pupils 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 pupil kindly with dignity and respect
- Let pupils know that support is available. Pupils always need to see adults being positive, hopeful and in control of themselves outwardly.

Remember: Pupils 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.

- | | |
|---|--|
| • <i>verbal praise</i> | • <i>Carrot Rewards</i> |
| • <i>public praise where appropriate</i> | • <i>postcard home</i> |
| • <i>positive written feedback</i> | • <i>telephone call to parents</i> |
| • <i>positive comment in annual reports</i> | • <i>commendation to the Head of Department</i> |
| | • <i>Certificates for achievement of the 5 Goals of Sacred Heart education</i> |

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 7), teachers should operate a warning system:

- **First warning**, noted by the teacher
- **Second warning within the same lesson**, noted by the teacher
- **Third warning within the same lesson**, automatically leads to a **Level 1 Sanction**, noted and uploaded to SIMs.

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

Form Tutors

Setting High Standards

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

Praise and Rewards

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

- | | |
|---|--|
| • <i>verbal praise</i> | • <i>postcard home</i> |
| • <i>public praise where appropriate</i> | • <i>telephone call to parents</i> |
| • <i>positive written feedback</i> | • <i>commendation award as part end of year Celebration of Achievement</i> |
| • <i>positive comment in annual tutor reports</i> | • <i>commendation for a Head Teacher's award</i> |
| • <i>Carrot Rewards</i> | |

Warnings and Sanctions

Just like class teachers, Form Tutors should correct and reprove with kindness. They should adopt the warning system listed in 5.2 above -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 7.

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.

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*
- *Carrot Rewards*
- *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 5.2 above -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 7.

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 late detention cycle and to involve the Department Line Manager in supporting positive behaviour

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.

- | | |
|--|---------------------------------------|
| • <i>verbal praise</i> | • <i>postcard home</i> |
| • <i>public praise where appropriate</i> | • <i>telephone call to parents</i> |
| • <i>Carrot Rewards</i> | • <i>commendation to senior staff</i> |

Warnings and Sanctions

Key Stage Pastoral Teams should correct and reprove with kindness. They should adopt the warning system listed in 5.2 above -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 7.

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

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.

- | | |
|--|--|
| • <i>verbal praise</i> | • <i>postcard home</i> |
| • <i>public praise where appropriate</i> | • <i>telephone call to parents</i> |
| • <i>Carrot Rewards</i> | • <i>commendation to the Headteacher</i> |

Warnings and Sanctions

Senior leaders should correct and reprove with kindness. They should adopt the warning system listed in 5.2 above -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 7.

Strategy, Support and Communication

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

Senior leaders may call on the support of the Headteacher or Associate Headteacher in cases of serious breaches of school discipline or where a pupil 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' pupils
- to support whole school behaviour sanctions including the Friday late detention cycle and the Monday SLT detention.

Headteacher

Only the Headteacher or, in her absence, Associate Headteacher, can exclude a pupil 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 B

Framework for desired positive behaviours based on the Goals of Sacred Heart Education

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 pupils' 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 pupils and their parents;

The majority of pupils in the main, behave responsibly and conform to the expectations and values of the school. There are some pupils who are occasionally disruptive, but respond positively to the planned responses of the teachers. A small number of pupils 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 pupils 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** and each of these is addressed in turn in the following appendices.

Appendix B – Goal of Faith

Appendix C – Goal of Intellect

Appendix D – Goal of Social Awareness

Appendix E – Goal of Community

Appendix F – Goal of Personal Growth

APPENDIX C

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 overleaf 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)

<i>A reluctant member of our Sacred Heart community might...</i>	<i>A compliant member of our Sacred Heart community...</i>	<i>A committed member of our Sacred Heart community...</i>	<i>An outstanding member of our Sacred Heart community...</i>
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)

<i>When I present myself as a reluctant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a merely compliant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a committed member of our Sacred Heart community I can expect...</i>	<i>When I present myself as an outstanding member of our Sacred Heart community I can expect...</i>
<p>To be challenged and given guidance and support from my tutor</p> <p>To be referred to the PSM if my behaviour does not change</p> <p>To take part in restorative justice</p> <p>Community service</p>	<p>To be challenged and given guidance and support from my tutor</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>

APPENDIX D

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)

<i>A reluctant member of our Sacred Heart community might...</i>	<i>A compliant member of our Sacred Heart community might...</i>	<i>A committed member of our Sacred Heart community will...</i>	<i>An outstanding member of our Sacred Heart community will...</i>
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)

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

APPENDIX E

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)

<i>A reluctant member of our Sacred Heart community might...</i>	<i>A compliant member of our Sacred Heart community might...</i>	<i>A committed member of our Sacred Heart community will...</i>	<i>An outstanding member of our Sacred Heart community will...</i>
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)

<i>When I present myself as a reluctant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a merely compliant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a committed member of our Sacred Heart community I can expect...</i>	<i>When I present myself as an outstanding member of our Sacred Heart community I can expect...</i>
<p>To be challenged and given guidance and support from my tutor</p> <p>To be referred to the PSM if my behaviour does not change</p> <p>To take part in restorative justice</p> <p>Community service</p> <p>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)</p> <p>In the most serious cases to be referred to the Headteacher who may consider exclusion</p>	<p>To be challenged and given guidance, encouragement and support from my tutor</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>

APPENDIX F

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 overleaf 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)

<i>A reluctant member of our Sacred Heart community might...</i>	<i>A compliant member of our Sacred Heart community might...</i>	<i>A committed member of our Sacred Heart community will...</i>	<i>An outstanding member of our Sacred Heart community will...</i>
<p>Insult or ridicule others on grounds of race, ethnicity, culture, gender, faith, disability, sexual orientation</p> <p>Make racist or sexist remarks or jokes, or offensive comments or jokes about culture, faith or disability</p> <p>Invalidate others' personal space</p> <p>Use physical violence against others</p> <p>Spread gossip about others</p> <p>Use social media to bully or humiliate others or publish private information about them</p> <p>Encourage others to gossip or misuse social media</p> <p>Deliberately damage school property of equipment</p> <p>Deface the school building with graffiti</p> <p>Deliberately or carelessly drop litter</p>	<p>Avoid physical violence or offensive language but keep quiet when they see others being badly treated</p> <p>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</p>	<p>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</p> <p>Always be courteous and polite</p>	<p>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</p> <p>Show awareness of the importance of how they present themselves through personal courtesy and good manners</p>

EXPECTATIONS (GOAL OF COMMUNITY)

<i>When I present myself as a reluctant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a merely compliant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a committed member of our Sacred Heart community I can expect...</i>	<i>When I present myself as an outstanding member of our Sacred Heart community I can expect...</i>
<p>To be challenged and given guidance and support from my tutor</p> <p>To be referred to the PSM if my behaviour does not change</p> <p>To take part in restorative justice Community service</p> <p>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)</p> <p>In the most serious cases to be referred to the Headteacher who may consider exclusion</p>	<p>To be challenged and given guidance, encouragement and support from my tutor</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>

APPENDIX G

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 overleaf 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)

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

EXPECTATIONS (GOAL OF PERSONAL GROWTH)

<i>When I present myself as a reluctant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a merely compliant member of our Sacred Heart community I can expect...</i>	<i>When I present myself as a committed member of our Sacred Heart community I can expect...</i>	<i>When I present myself as an outstanding member of our Sacred Heart community I can expect...</i>
<p>To be challenged and given guidance and support from my tutor</p> <p>To be referred to the PSM if my behaviour does not change</p> <p>To take part in restorative justice</p> <p>Community service</p> <p>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)</p> <p>In the most serious cases to be referred to the Headteacher who may consider exclusion</p>	<p>To be challenged and given guidance, encouragement and support from my tutor</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>	<p>Praise from my tutor and other staff</p> <p>Sophie</p>

APPENDIX H: Guidelines 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 pupils 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, advice for headteachers, staff and governing bodies July 2013)

SAFE TOUCH

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

- When comforting a distressed pupil
- When a pupil 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 pupils, should take place in an open environment (see **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 pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil 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 pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils 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 pupil.

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 pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils 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 pupil attacking a member of staff, or another pupil
- Pupils are fighting
- A pupil 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 pupil is/ or appears to be under the influence of alcohol or illegal substances
- A pupil absconds from school (this will only apply if a pupil would be at serious risk if not kept in school).
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

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

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 pupils
- Blocking a pupil's path
- Leading a pupil by the arm
- Holding
- Pushing
- Pulling
- Shepherding a pupil 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 pupil round the neck, or by the collar, or in any other way that might
- restrict the pupil's ability to breathe
- Slapping, punching, kicking or using any implement on a pupil
- Throwing an object at a pupil
- Twisting or forcing limbs against a joint
- Tripping up a pupil
- Holding or pulling a pupil by the hair or ear
- Holding a pupil face down on the ground
- Touching or holding a pupil 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 pupils should never be involved in the restraint. The pupil should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour and continue to communicate with the pupil throughout the incident. It should be made clear that the physical contact or restraint 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 pupil.

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 pupil that could cause injury
- Monitoring the pupil's respiration, circulation and state of consciousness
- Involving professional medical assistance from onsite practitioners

Especially do not:

- Try to manage on your own
- Stop talking, even if the pupil does not reply
- Straddle the pupil
- Push the arms up the back
- Touch the pupil 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 as soon as possible afterwards. It should include the following information:

- The name(s) of the pupil(s) involved and when and where the incident took place;
- The names of any other staff or pupils who witnessed the incident;
- The reason that force was necessary;
- Briefly outline how the incident began and progressed, including details of the pupil'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;
- The pupil's response and the outcome of the incident;
- Details of any obvious or apparent injury suffered by the pupil, or any other person, and of any damage to property;
- Obtain medical report from onsite medical practitioners who were involved;
- Where reasonable force has been used on a pupil, parents are to be informed by the appropriate Senior Member of Staff. Please note that parental consent is not needed to use force on a pupil in the appropriate circumstances;
- 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 pupil 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 ie 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’)