Sacred Heart Academy
Behaviour and Attitudes Policy

Written: December 2025
Review date: October 2027

OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST

Our Lady of Lourdes Mission Statement

We are a partnership of Catholic schools.

Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing
- Work together so that we can all achieve our full potential, deepen our faith and realise our God- given talents
- Make the world a better place, especially for the most vulnerable in our society, by doing ***'little -things with great love'*** *St Thérèse of Lisieux*

Contents

Introduction: Do Everything in Love

Our Catholic Virtues

Inspiring Behaviour and Attitudes guided by Faith

Our Relational and Emotion-Coaching Approach

Emotion Coaching at Sacred Heart

Our Recognition System

Supportive Interventions

Principles of our Behaviour Approach

Our Behaviour System

Restorative Practice

Reflection Time

Behaviour in the Early Years Foundation Stage (EYFS)

Special Educational Needs and Adaptations

Reasonable force and physical intervention

Non-negotiable behaviours

Exclusion

The School Community

After School Clubs

Pupil Transition

Equal opportunities

Searches

Removal from class

Monitoring of the policy

Roles and Responsibilities

Policy Review procedures

"Do everything in love"

— 1 Corinthians 16:14 (GNT)

The Sacred Heart Behaviour Policy is founded on the Gospel values of love, compassion, and forgiveness. As a community rooted in faith, we nurture every child through praise, encouragement, and the celebration of good choices, helping each individual to grow in confidence, self-worth, and kindness.

We recognise that all behaviour is communication and that mistakes are a natural part of learning. When a child makes a wrong choice, adults respond with understanding and care, guiding them to reflect, take responsibility, and make amends with honesty and humility. Our focus is on forgiveness, restoration, and growth, offering each child the opportunity to learn, heal, and begin anew.

Our School Mission

"We love and learn, with Christ at the heart of all we do."

Sacred Heart School is a caring community where we love and learn **together** with Christ at the heart of all that we do. We aspire for every child to become a confident, curious and resilient learner, through **hard work**, perseverance and pride. We foster **empathy**, compassion and forgiveness, encouraging a positive **attitude**, so children can achieve excellence and apply their gifts for the benefit of others. We uphold the dignity of every person, showing **respect**, celebrating diversity, and welcoming people of all faiths or none. Through **togetherness**, service, stewardship of creation, and care for one another, our children and staff will strive to live out the Gospel in practical and meaningful ways.

Our Catholic Virtues

The virtues we practise are:

Charity  Faith  Justice  Prudence 

This policy is founded on Catholic virtues, which guide conduct, relationships, and learning within our school. Our Heart Values reinforce these virtues, helping children to live them out in our daily actions.

Through explicit teaching, reflection, and consistent practice, virtues become habits of the heart, reflecting Christ's love and example. As philosopher Will Durant said, "*We are what we repeatedly do. Excellence, then, is not an act, but a habit*."

How our Catholic Virtues shape and give meaning to our school Heart Values

Virtues	Faith 	Prudence 		Justice 	Charity / Love 
Sacred Heart Values	Hard work	Empathy	Attitude	Respect	Togetherness



Charity (Love)

"Love one another as I have loved you." — John 13:34

Charity forms the foundation for behaviour, relationships, and community life. By sharing God's love with others, working as part of a caring community, helping friends in need, and spreading kindness, joy, and peace each day, we strive to fulfil the virtue of Charity and show Togetherness in all we do.

Examples include:

- Helping others, especially in their time of need.
- Sharing and showing generosity without discrimination.



Justice

"Blessed are those who hunger and thirst for righteousness." — Matthew 5:6

In treating everyone fairly, listening to others, valuing each person as God's child, and standing up for what is right with kindness, honesty, and compassion, we show Respectfulness each day. Justice ensures fairness, equality, and respectful relationships within the school community.

Examples include:

- Ensuring everyone is invited to play or take part in group activities, so no one feels left out.
- Acknowledging the efforts of others when they contribute to class or school life.
- Respecting others' identity and dignity by using their chosen name.



Faith

"We walk by faith, not by sight." — 2 Corinthians 5:7

Faith keeps the school rooted in its Catholic identity and trust in God. When children work hard and do their best in all tasks, they show trust in God's guidance, by using their talents to serve others, and persevere with hope, kindness, and gratitude in their heart.

Examples include:

- Completing homework carefully and on time, trusting that doing your best honours God and helps you grow in the gifts He's given you.
- Helping a classmate who is struggling, showing faith through patience, kindness, and belief that working together brings everyone closer to God's love.



Prudence

"The prudent see danger and take refuge." — Proverbs 22:3

The virtue of Prudence promotes wise, thoughtful, and moral decision-making. It is essential for everyone in our school community — leaders, staff, children, and their families. Children are encouraged to approach their learning and daily life with empathy, showing understanding and care for others as they make thoughtful choices. They are supported to set positive goals with a responsible attitude, allowing wisdom to guide their actions. Through this, they grow each day in faith, learning, and service.

At the beginning of each term, the Behaviour Curriculum is revisited and reinforced. Throughout the year, its principles are integrated into daily school life, explicitly taught and modelled by staff. In this way, living out our Behaviour Curriculum becomes a consistent expression of faith, virtue, and excellence.

Inspiring Behaviour and Attitudes guided by Faith

We promote kind behaviour through the following faith-filled approaches:

• Living out our Catholic faith daily, ensuring the Gospel values of love, respect, forgiveness, and truth guide our words, actions, and relationships, and shape how we respond to children with patience, mercy, and care.

• Implementing our Behaviour System and Behaviour Curriculum to provide clear, consistent, and compassionate boundaries. These expectations are rooted in kindness, responsibility, and reconciliation, and are taught, modelled, and revisited so that children feel safe, understood, and supported.
• Modelling Christ-like behaviour through calm, respectful interactions, showing compassion, patience, and understanding, and following the example of Jesus, our teacher and friend, especially in moments of challenge or difficulty.
• Responding to behaviour relationally, recognising that behaviour is a form of communication. Adults seek first to understand a child's feelings and needs, helping them to regulate emotions, reflect on their actions, and learn more positive ways to respond.
• Working in partnership with parents and carers, using the school diary and regular communication to build trusting, faith-filled relationships that support each child's emotional, spiritual, and moral growth.
• Building a united community, where every member—child, staff, and family—feels known, valued, and respected, and shares in our mission to help each child flourish in faith, character, and love for others.
• Recognising and celebrating progress, acknowledging each child's efforts to make good choices, repair relationships, learn from mistakes, and grow in virtue.
• Using our Rewards System to affirm positive behaviour, celebrate effort and perseverance, and nurture a spirit of joy, gratitude, and service to God and others.

Our Relational and Emotion-Coaching Approach

At Sacred Heart, we understand that behaviour is a form of communication and that children's actions often reflect unmet needs, strong emotions, or developing self-regulation skills. Adults respond first with connection and understanding, seeking to help children feel safe and regulated before moving to teaching, guidance, and correction.

Through emotion coaching, restorative conversations, and consistent, compassionate boundaries, we support children to recognise and name their feelings, understand the impact of their actions on themselves and others, and learn healthier, more appropriate ways to respond. In this way, behaviour incidents are viewed as opportunities for growth, learning, and restoration, rather than punishment.

Emotion Coaching at Sacred Heart

Emotion coaching is a whole-school, consistent approach used by all adults to support children's emotional development, wellbeing, and behaviour regulation. It reflects our belief that children learn best when they feel safe, understood, valued, and connected.

Adults support children by:

- Noticing and naming emotions - “I can see that you’re feeling frustrated.”
- Validating feelings - “It’s okay to feel angry.”
- Setting clear, calm boundaries - “It’s not okay to hurt others.”
- Teaching alternative behaviours - “Let’s think together about what you could do instead next time.”

This relational approach helps children to develop emotional literacy, resilience, empathy, and self-control, enabling them to repair relationships, make positive choices, and grow in confidence and self-awareness over time.

Our Recognition System

Children are recognised in the following ways:

- Verbal and non-verbal praise

Adults give frequent, specific praise that names the behaviour and the value demonstrated, helping children understand why their actions matter (e.g. “You showed kindness by helping your friend.”).

- House Points

Awarded for ‘little things done well’, such as kind gestures, perseverance, high-quality work, or caring for another child. House Points celebrate effort, character, and contribution, not just outcomes.

- Heart of the Week

Awarded during regular assemblies to recognise children who consistently live out our school values of hard work, empathy, positive attitude, respect, and togetherness.

- Missionary Award

Given to one child at a time, per class, who strives to live out the school mission in their daily actions. Awardees wear a medal and receive class privileges for the week (e.g. leading the class line or completing errands), reinforcing responsibility and service to others.

- Friendship Award

Given to children who demonstrate positive friendship behaviours in class or on the playground, such as inclusion, empathy, and support for others. Teachers consult midday supervisors to ensure a whole-day view of children’s interactions.

- Headteacher Praise / Golden Heart

Awarded to children whose behaviour reflects the Catholic virtues of Charity, Faith, Justice, and Prudence, including acts of generosity, courage, reconciliation, or aspirational effort in learning.

Supportive Interventions

Sacred Heart employs a range of supportive, relational interventions to maintain a positive and inclusive learning environment where every child feels safe, valued, and able to learn. Each classroom follows the agreed behaviour system, applied consistently and developmentally and appropriately from Foundation Stage through to Year 6.

Principles of our Behaviour Approach

• Consistent use of recognition and supportive consequences, tailored to each child's age, stage of development, and individual needs, ensuring fairness, dignity, and clarity.
• Clear expectations rooted in our Catholic virtues, with children supported to listen carefully, follow instructions, and live out our school rules and values through positive guidance and modelling by adults.
• High expectations with compassionate support, encouraging children to try their best in all activities while recognising that learning and self-regulation develop over time.
• Opportunities to revisit and improve work when children do not yet demonstrate prudence or sustained effort. This is approached as a learning opportunity rather than a reprimand, reinforcing our belief that every child can succeed. On occasion, this may involve using a small amount of playtime to complete work to an achievable and appropriate standard, with adult encouragement and reassurance.
• Emotional awareness and regulation are considered alongside academic expectations. Adults check in with children to understand any barriers to learning and offer support to help them refocus and re-engage positively.

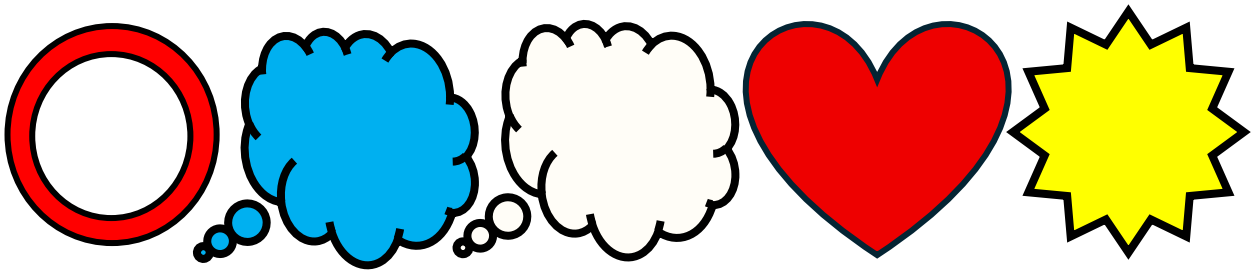
Our Behaviour System

At Sacred Heart, our behaviour system is designed to teach, support, and restore, helping children to understand expectations, regulate emotions, and make positive choices within clear and consistent boundaries.

• Children are guided by our Heart values and supported to follow our school rules. Every day is a fresh opportunity to succeed.
• Children who exceed expectations through exceptional effort, kindness, or aspirational behaviour may move to the 'Star', recognising positive choices and growth.
• Low-level difficulty in meeting behaviour expectations is addressed through age-appropriate verbal or visual reminders. Adults offer calm guidance and support to help the child refocus and re-engage positively.
• If a child continues to struggle to meet expectations, they are supported through a structured reminder with emotion coaching, known to the children as a 'White cloud', helping them to identify feelings, understand expectations, and make a more positive choice. The White Cloud is a symbol to remind the child to think and reflect on what they are doing.

• If behaviour that does not meet expectations continues, the child receives a Blue Cloud reminder and spends five minutes in a paired class for reflection, or, if more appropriate, time to reflect within their own classroom away from peers.
Paired classes for reflection are: F1 ↔ F2, Y1 ↔ Y2, Y3 ↔ Y5, Y4 ↔ Y6. Alternative classes are used if the paired class includes a sibling or close family member. Throughout this process, children are treated with dignity and supported to reflect calmly on their behaviour.
• Further repeated behaviour, that continues to fall below expectations, results in a Red Circle. At this stage, the child is supported by the Headteacher (or a member of SLT, where appropriate) through a restorative conversation and will have structured reflection time during their lunch break, focused on learning, repair, and positive next steps.

Intervention Steps – Visual displayed in all learning areas



Reflection Blue Cloud White Cloud Heart Star

The Sacred Heart Behaviour and Attitudes Intervention Model

Step	Behaviour	Adult response	Intention
0. Heart **Step 0** – Positive foundations	Following rules, kindness, helping others	• Frequent specific praise • Stickers / house points • Share success with home • Class rewards	Prevent problems by recognising good behaviour. Aim for 5 positives: 1 correction in behaviour.
1. Verbal / Visual reminder	Minor off-task (calling out, chatting, missed instruction)	• Non-verbal cue • Quiet reminder of expectation/drive-by • Praise others doing it right	Corrections are delivered calmly and discreetly.
At each stage, adults will check in with the child to identify emotions, triggers, and support needed to return to positive behaviour.			
2. White Cloud Reminder with support	Repeated low-level disruption or ignoring reminder	• Calm reminder with support: "This is your reminder – I know you can make a better choice (name it)." • State next step if behaviour continues	Consequences are predictable and clearly explained, using simple, calm language so children understand expectations and next steps. Adults actively look for and highlight positive choices, giving children opportunities to succeed and to move back towards positive behaviour.
3. Blue Cloud	Continued disruption / not correcting behaviour	• Apply short consequences (e.g. time out in another class, short discussion at break time, move seat)	Boundaries are held consistently and compassionately, with a focus on teaching and learning rather than

		• Re-teach expectation afterwards • Log on CPOMs if needed	punishment, and the child's dignity is always maintained.
4. Red Circle  Reflection / Restorative practice	Reflection Time is not a punishment, but a structured opportunity for emotional regulation, learning, and restoration (see restorative conversations below), supported by a trusted adult.		
	Persistent behaviour after intervention OR more serious incident (inappropriate language, rudeness, physical incident)	• Restorative conversation • Child is sent to the headteacher, if appropriate. • Record on CPOMS • Inform parent	Supports children to take responsibility for their actions and to understand that choices have consequences, while being guided to reflect, repair, and make better decisions in the future. Provides Senior Leaders with the opportunity to explore any unmet needs, triggers, or barriers to regulation, ensuring that appropriate pastoral, SEND, or safeguarding support can be put in place where needed.
5. Immediate Red Circle  (no progressive steps) – Senior Leader Team immediate involvement	Serious disruption, aggression, bullying, racist / homophobic or any discriminatory language, property damage, unsafe behaviour.	• Child visits SLT or they come to the child • Record incident fully • Parent informed • Restorative meeting arranged	A senior leader applies a proportionate, supportive consequence alongside appropriate guidance and care. Where behaviours are repeated, a Behaviour Plan or SEND support plan may be introduced to provide tailored strategies and consistent support.
6. Exclusion considered (fixed term/suspension or permanent)	Significant violence, threatening behaviour, discriminatory abuse, repeated serious incidents.	• Ensure everyone's immediate safety • Follow safeguarding policy • Senior leader investigates • Possible suspension/ exclusion • Multi-agency support if required	Ensures the safety of all members of the school community, with incidents recorded accurately and legal duties followed at all times. Reintegration support is essential, with planned, compassionate steps in place to help the child return successfully to learning and relationships if a permanent exclusion has not been applied.

Restorative conversations may include:

- What happened?
- What were you feeling at the time?
- Who has been affected and how?
- What needs to happen to make things right?
- How can we support you to succeed next time?

Key Principles for staff and SLT

- Always follow up restorative conversations after interventions.
- Record and review patterns weekly.
- Involve parents/carers at an early opportunity, before crisis points.
- Link actions with SEND and safeguarding high quality practice where appropriate.

Restorative Practice

At Sacred Heart, restorative practice is central to our behaviour approach. Children are actively encouraged and supported to make positive movement back through the step system by demonstrating improved behaviour, reflection, and repair. Adults intentionally look for opportunities to notice and affirm children making better choices, responding to feedback, and living out our Heart Values.

This approach models to children that mistakes are part of learning, and that with support, reflection, and effort, we can change our behaviour, restore relationships, and begin again.

Where incidents of inappropriate behaviour affect the wider group, the class teacher may choose to address these sensitively with the whole class through PSHE lessons. Our PSHE curriculum includes planned 'Room to Respond' moments, allowing teachers to explore issues that arise within school life or the wider world in an age-appropriate, supportive way, promoting empathy, understanding, and shared responsibility.

Reflection Time

At Sacred Heart School, our approach to behaviour is rooted in the Gospel values of love, forgiveness, and personal growth. When a child makes a poor choice, this is viewed as an opportunity for reflection, learning, and renewal, rather than punishment. Children are supported to understand how their behaviour has fallen short of our virtues and how it may have affected others.

If a child receives Reflection Time, they will spend the first part of the following lunchtime reflecting on their actions:

- 15 minutes for Key Stage 1
- 30 minutes for Key Stage 2

Reflection Time is supervised by a member of the Senior Leadership Team where possible and takes place in a safe, calm, and appropriate space, such as a classroom or an SLT member's office.

During this time, the child is supported to reflect calmly on what happened, identify emotions and triggers, discuss positive next steps, and consider how to make amends. Where another child has been hurt or upset, the child is guided to offer a sincere apology. In keeping with our mission as a merciful and faith-filled community, the other child is also supported to show forgiveness, enabling relationships to be restored and children to move forward positively.

Parents will be informed through a phone call or a conversation at dismissal whenever Reflection Time occurs, ensuring open and supportive communication.

If a child receives three Red Circles in one term, parents will be invited to meet with a member of the Senior Leadership Team to discuss how best to support their child. Where appropriate, a Behaviour Plan may be introduced. This home–school agreement sets clear, achievable behaviour targets, supported by daily communication and formally reviewed every two weeks.

All Red Circle incidents are recorded on CPOMs, the school's safeguarding and behaviour system. These records are reviewed regularly by the Senior Leadership Team to identify patterns, assess any unmet needs, and ensure that every child receives the pastoral care, guidance, and support they require.

Behaviour in the Early Years Foundation Stage (EYFS)

At Sacred Heart, we believe that our youngest children in Nursery (F1) and Reception (F2) flourish when their personal, social, and emotional needs are met within a caring environment that has clear, consistent, and developmentally appropriate expectations for behaviour.

Our goal is for every child to feel happy, secure, and safe, knowing they are loved and valued as unique children of God. We guide our children to understand boundaries, rules, and routines in a positive way, helping them to develop the skills they need to become independent, confident, and lifelong learners.

We achieve this when children, parents, and staff work together in partnership, creating the best possible conditions for growth and learning. At the heart of our Behaviour Policy, we remind our children of our mission statement — especially where we place "Christ at the heart of all we do". Through children's time in EYFS, we begin to introduce and teach our school virtues and values, helping children to live out the Gospel message each day.

Across the EYFS curriculum, we nurture a sense of community, kindness, and care for others. Good manners, sharing, and thoughtfulness are actively encouraged and celebrated. Through the curriculum and beyond, children explore themes such as friendship, empathy, emotions, and forgiveness, learning to express themselves and to recognise how their words and actions affect others.

Our EYFS environment is stimulating, purposeful, and filled with love, ensuring every child feels valued and supported to reach their full potential.

As part of our daily practice, children are taught to recognise and name their feelings using our 'Colour Monster' emotional reflections, which help them to develop emotional awareness and self-regulation:

Green – Calm
Yellow – Happy
Red – Cross
Blue – Sad
Black – Worried

Through regular check-ins, children learn that all emotions are valid and that, with the support of caring adults, they can find peace and understanding — growing in self-awareness and compassion for others.

The school behaviour system is followed in Foundation 2, but with a lighter touch, supporting children to transition from EYFS into Year 1. Children will learn that White clouds and Blue clouds are reminders to make better choices. It is anticipated that 'Red Circle' will be used on rare occasions when behaviour is physical, verbally aggressive or serious in a similar way.

As children move through the school, this foundation of emotional awareness and regulation is built upon, ensuring a consistent, developmentally appropriate approach to behaviour and emotional wellbeing across all year groups.

Special Educational Needs and Adaptations

While this policy is intended for all, it may be applied with adaptations, depending on children's ages and needs. For a child with additional SEND needs, rules may need to be modified, and acceptable adjustments may need to be made. Adaptations will reflect that 'to treat people equally, some need to be treated differently.' Any adaptations will be made alongside the child (where appropriate), the child's parents, class teacher, SENDCo, SLT.

For some children, behaviour may reflect sensory, communication, or emotional regulation needs rather than deliberate choices. In these cases, adults prioritise regulation and understanding before correction.

There are some children with specific needs which may prevent them from responding easily to the whole school behaviour policy. In these cases, they will have personalised, differentiated behaviour plans with interventions that are appropriate to their needs. This is discussed with the peers of those children so that they don't feel that the system is unfair and they understand why some children require personalised supportive consequences.

The Headteacher and SENDCo regularly updates staff on the needs of specific children in school and advises on how best to engage positively with them and avoid confrontation.

When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secure and the school must co-operate with the local authority and other bodies.

As part of meeting these legal duties, the school will anticipate, as far as possible, all likely triggers of behaviour that does not meet expectations, and put in place support to prevent these from occurring, as previously stated. This will be done with all stakeholder's consideration, and a 'live' risk assessment should be in place.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Reasonable force and physical intervention

On the very rare occasions that a pupil's behaviour is dangerous; or puts them, other children or a staff member at risk; causes significant damage to property or disrupts the good order and discipline in school, we may be required to use reasonable force to physically intervene in a situation and remove a child from that situation. This is the last resort, in all cases, and we avoid this kind of intervention using a range of de-escalation strategies unless it is deemed the most appropriate form of action. Parents of the child concerned are always informed if physical intervention has been required with their child and risk assessments and individual handling policies are in place.

When implementing our Behaviour Policy, we are conscious that this is applied with adaptations for children with specific needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must always be applied when teaching and living out this policy.

Non-negotiable behaviours

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

There are four kinds of behaviour, which are unacceptable in our school:

1. Bullying, intimidating, threatening, or verbally abusing others (including swearing or using discriminatory language) about: disability, ethnicity, gender, religion, belief or faith background or sexual identity (in school or online, including at home).

2. Refusing to co-operate with, or being abusive to, an adult.
3. Being violent or hurting others.
4. Deliberately damaging school or other people's property.

These behaviours will lead to the immediate involvement of the headteacher and/or other senior staff, without necessarily going through the usual step/ graduated approach to interventions.

Exclusion

Sacred Heart is an inclusive school where we value all children and believe they are all entitled to experience success at our school. Nevertheless, repeated or very serious incidents of unacceptable behaviour may, in certain circumstances, lead to a period of fixed-term exclusion from school. Extremely serious behaviour that does not meet expectations may lead to a permanent exclusion.

Only the Headteacher (or deputy Headteacher if the headteacher is uncontactable) has the power to exclude a child from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA, Our Lady of Lourdes Trust and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

When a child returns from a Fixed Term Exclusion, a 'return to school' meeting is scheduled. During this meeting, the child's reasonable adjustments are considered, with an aim to ensure a successful transition back to school.

The School in the Community

We encourage our children to take pride in themselves, in our school and our wider community. This means that we expect our pupils to follow the behaviour curriculum and continue to practice our school values while on educational visits and whilst on their way to and from school. If pupils are disrespectful to others while out on a school visit, or during an evening or weekend residential, it will be dealt with by school adults in accordance with the policy, as if in school. In extreme circumstances, parents/carers may be expected to collect their child.

After School Clubs

If a child does not behave according to the Sacred Heart behaviour expectations while taking part in before or after school activities, they will be asked to have an appropriate amount of time out in a safe space to reflect on their behaviour. This is dependent on the age and stage of the child. If this behaviour continues, the teacher or provider will speak to the child's parent. If the behaviour is repeated further, the child may be prevented from attending further sessions until their behaviour improves.

Pupil Transition

When a child from Sacred Heart moves to another school, either in Year 6 or any other Year group, we will ensure that the new school is informed of any relevant behavioural matters encountered. In this way, we will ensure that the transition is smooth and the child is well supported as they begin their new setting.

Equal Opportunities

As a Catholic Community, The Sacred Heart is an inclusive academy and facilitates the needs of all children regardless of their age, size, mobility, gender, ethnicity and ability in accordance with the Equality Act. We aim to foster an appreciation of each other's cultures and beliefs along with the promotion of a healthy and positive self-image.

Searches

Please refer to the Confiscation and Searching Policy. The school will ensure the welfare of the child is protected following the correct protocol.

Removal from class (Behaviour in Schools, DfE, Sept 2022, Pts72- 80)

Removal is used only in exceptional circumstances where, for serious disciplinary reasons, a pupil is required to spend a short, time-limited period out of the classroom at the instruction of a member of staff. Where removal is necessary, the De-escalation and Positive Handling Policy will be followed, and the Headteacher will be informed immediately.

Removal is distinct from reflection or regulation time used to support a child to calm or refocus within the classroom. Its purpose is to maintain safety, restore stability, and support the pupil to regain emotional regulation in a supervised setting.

Where a pupil is removed from the classroom, education will continue in a calm, supervised environment. The learning provided may differ from the mainstream curriculum but will remain meaningful, appropriate, and purposeful, ensuring the pupil's learning and dignity are upheld.

Removal from the classroom is a serious but supportive consequence and is used only when other classroom strategies have been attempted, unless the behaviour presents an immediate risk to safety or learning. The decision to remove a pupil will always be proportionate, take account of the child's age, stage, SEND, and individual circumstances, and be made with the child's best interests in mind.

Parents will be informed on the same day if their child has been removed from the classroom. As with all behavioural interventions, careful consideration is given to any relevant special educational needs, disabilities, or safeguarding concerns.

Removal should be used for the following reasons:
a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
c) to allow the pupil to regain calm in a safe space.

A calm space consists of a room which is quiet and without distraction. It should be as close to the child experiencing the challenging behaviour's location as reasonably possible. There are several locations in school that can be used: the prayer room, the headteacher or deputy headteacher's room. If a space is used consistently, a risk assessment should be undertaken and the environment should be adapted to meet the outcome of the risk assessment and handling policy expectations.

'Removal of a child' is not to be related to the use of separation spaces (our enhanced provision) for non-disciplinary reasons. For instance, where a child is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Governance of removal

The Headteacher:
a) makes clear in this school behaviour policy that removal may be used as a response to serious behaviour that does not meet expectations;
b) maintains overall strategic oversight of the school's arrangements for any removals;
c) makes sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;

d) outlines in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;
e) ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and
f) design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

The need and occasions for removal are rare. This is a last resort, in all cases, and we actively use a range of de-escalation strategies to attempt to avoid removal. Specific staff members are trained in these types of strategies and interventions. Parents of the child concerned are always informed if physical intervention has been required with their child and risk assessments and individual handling policies are reviewed regularly. Monitoring of 'Removal' is undertaken by the headteacher and Governors.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, ensuring it is applied consistently, fairly, and in line with the school's values. She reports to the governing body on the policy's impact and, where appropriate, makes recommendations for further development or improvement.

Pupil voice plays an important role in monitoring behaviour and wellbeing across the school. Children's views are gathered through regular opportunities for feedback, and an annual pupil survey provides summative data to inform practice and decision-making.

The school keeps accurate records of significant behaviour incidents on CPOMs, including any fixed-term suspensions or permanent exclusions. These records are reviewed each term by the Headteacher to identify patterns, evaluate the effectiveness of support strategies, and ensure that appropriate pastoral, SEND, or safeguarding support is in place for pupils, families, and staff.

Roles and Responsibilities

The Role of the Class Teacher and Teaching Staff

• Class teachers establish and maintain a calm, safe, and nurturing classroom environment, ensuring school rules and expectations are taught, modelled, and applied consistently.

• They support children to behave responsibly during lessons and around the school, recognising that behaviour is learned and developed over time.

• Class teachers hold high expectations for behaviour and learning, encouraging all children to work to the best of their ability with appropriate support and guidance.

• Teachers are responsible for maintaining clear and consistent expectations for all pupils, while responding to individual needs with fairness, understanding, and compassion.

• All children are treated with dignity, respect, and empathy, with adults using relational and emotion-coaching approaches to support regulation and positive behaviour.

• Repeated behaviour that does not meet expectations is recorded on the school's electronic system, CPOMs, to ensure patterns are identified and support can be put in place.

• Class teachers follow the Behaviour and Attitudes Policy and seek guidance from Senior Leadership Team members when additional support is required.

• Teachers liaise with external agencies (e.g. the local authority SEN Team or other professionals) where appropriate, to support each child's learning, wellbeing, and progress.

• Class teachers communicate regularly with parents, sharing successes and concerns in line with school policy, to ensure consistent support for each child.

• Where there are concerns about behaviour or welfare, class teachers refer promptly to the Designated Safeguarding Lead (DSL) in line with safeguarding procedures.

The Role of the Headteacher

• The Headteacher is responsible, under the School Standards and Framework Act (1998), for the consistent, fair, and compassionate implementation of the school's behaviour policy.

• The Headteacher reports to the governing body on the effectiveness of the behaviour policy and its impact on pupil wellbeing, behaviour, and safety, when requested.

• The Headteacher ensures the health, safety, and welfare of all pupils, placing the dignity and wellbeing of the child at the centre of all decisions.

• The Headteacher supports staff by:

- Providing clear leadership and guidance on behaviour expectations
- Setting and modelling high standards of behaviour
- Supporting staff to apply the policy consistently and confidently

• The Headteacher maintains oversight of serious behaviour incidents, ensuring they are recorded accurately and followed up with appropriate support.

• Where necessary, the Headteacher may issue fixed-term suspensions for serious incidents, ensuring that decisions are lawful, proportionate, and accompanied by reintegration support.

• In cases of repeated or extremely serious antisocial behaviour, the Headteacher may permanently exclude a pupil, following statutory guidance and with careful consideration of the child's needs and circumstances.

Partnership with Parents

• Sacred Heart School works in close partnership with parents and carers, recognising that positive behaviour is best supported through strong, trusting relationships between home and school.

• School rules and behaviour expectations are shared clearly with parents through Meet the Teacher events, induction materials, and ongoing communication.

• Parents are expected to support their child's learning and behaviour and to cooperate with the school in line with the Home–School Agreement, signed annually by parents and children.

• The school maintains open, respectful, and timely communication with parents regarding their child's wellbeing, progress, or behaviour, ensuring concerns are addressed collaboratively.

• Parents are expected to support reasonable, supportive consequences applied in response to behaviour that does not meet expectations, recognising these as opportunities for learning and growth.

• Any concerns about a child's treatment should be addressed in the following order:

Class teacher
Headteacher
Governing body, via the formal Complaints Procedure, if unresolved.

Role of the Governing Body

The governing body monitors standards of behaviour and discipline and regularly reviews the effectiveness of this policy to ensure it reflects the school's values, legal responsibilities, and the needs of all pupils.

• Governors support the Headteacher in the consistent and fair implementation of the behaviour policy, offering appropriate challenge and guidance where necessary.

• The Headteacher holds day-to-day responsibility for the application and enforcement of the school's behaviour and discipline policy, ensuring it is applied with compassion, consistency, and integrity.

• Governors may offer advice and strategic oversight on specific disciplinary matters, which the Headteacher considers when making behaviour-related decisions, while respecting the Headteacher's professional judgement and operational leadership.

Policy Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved