Sacred Heart RC Primary School

‘Where Every Heart is Sacred’

OUR MISSION STATEMENT

Our school community serves the common good to the benefit of all;
where the rights and dignity of every human person are respected and
“Every Heart is Sacred”.
We support and encourage everyone to reach their full potential.
We are witnesses to God’s love through our actions;
inspiring hope, nurturing love and caring for our Common Home.
We serve each other peacefully, joyfully and truthfully
so that all ‘have life and have it to the full’.

Statement of Behaviour Principles and Behaviour Policy and Procedures

Approved by:	Full Governors
Date:	October 2026
Last reviewed:	October 2025
Next review due:	October 2027

Sacred Heart RC Primary School

The Governors at Sacred Heart RC Primary School believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables pupils to make the best possible progress in all aspects of their school life. At School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity.

We have high expectations that support the development of our pupils as responsible citizens, able to participate democratically in their community. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The Governors expect any policy or actions to be in accordance with their responsibility under Equality legislation.

Behaviour Principles

At Sacred Heart we strive to ensure that every child understands they all have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of pupils.

All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.

Staff and volunteers set an excellent example to pupils at all times to maintain, encourage and promote positive behaviour and the principles of fairness and justice. Our Behaviour Policy is rooted in our Mission Statement where 'We serve each other peacefully, joyfully and truthfully so that all 'have life and have it to the full'. School rules are clearly set out in the Behaviour Policy and displayed around school. These rules to be consistently applied by all staff.

Rewards and sanctions are used consistently by staff and are fairly applied in such a way as to encourage and reward good behaviour around school. Sanctions for unacceptable/poor behaviour are known and understood by all staff and pupils and consistently applied. We recognise that the use of rewards and sanctions must have regard to the individual situation and the individual child and that staff will use their discretion in their use. Sanctions are applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable pupils, and offering support as necessary.

Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.

The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff. The school's Positive Handing Policy provides guidance for staff.

The Behaviour Policy is shared with pupils, parents and staff.

By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.

The Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

The governing board also emphasises that violence or threatening behaviour or abuse by pupils or parents towards the school staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if they continue to cause disturbance, he or she may be liable to prosecution.

Sacred Heart RC Primary School

Policy on Behaviour and Discipline

Aims and Objectives

Our behaviour policy's main objective is to provide the foundation for our pupils to learn in a safe and happy environment and grow into respectful, moral confident citizens.

Our pupils will grow in the belief that they can contribute to society in a meaningful and productive way.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are rooted in the teachings of Christ and mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our school policy is fundamentally a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn and thrive.

The school encourages every member of the school community to behave in a considerate way towards others and to develop a strong, moral code of conduct.

The school aims to address behavioural issues in a calm, supportive and respectful manner.

This policy aims to help pupils grow into confident, morally active members of the school community.

The school rewards good behaviour as it believes that this will develop an ethos of kindness, cooperation and civility.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Keeping Pupils Safe in Education
- Working Together to Safeguard Children
- Behaviour and Discipline in Schools
- Special Educational Needs and Disability (SEND) Code of Practice
- Searching, Screening and Confiscation in Schools
- The Equality Act 2010
- Suspensions and Permanent Exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the

authority to confiscate pupils' property

- DfE guidance explaining that maintained schools must publish their behaviour policy online

In addition, this policy must be read in conjunction with the following school policies:

- Code of Conduct for Parents, Carers and Visitors
- Code of Conduct for Staff
- Safeguarding and Child Protection Policy
- SEND Policy
- Online Safety Policy
- Antibullying Policy
- Mobile Technology Policy
- Positive Handling Policy
- Suspension and Exclusion Policy

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Violence of any kind
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

› Racist, sexist, homophobic or discriminatory behavior

- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are followed.

The class teacher treats each child fairly and enforces the classroom code consistently. All teachers treat all pupils in their classes with respect and understanding and create a calm and safe environment for all.

Class teachers will respond to any patterns of poor behaviour occurring within the classroom or outside of the classroom by identifying suitable action; for example, ensuring positive and strong relationships between the teacher and child, circle time opportunities, whole class RHE lessons using relevant resources.

The class teacher will discuss with teaching assistants and lunchtime organisers pupils' behaviour and well-being before and after lunchtime.

The class teacher liaises with SLT and with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The class teacher records behaviour incidents onto the school online recording system, CPOMS or they request a TA to record.

Teachers go to the playground ready to collect their class at the agreed times. Classes are supervised when navigating the school.

The role of the head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all pupils in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The head teacher monitors CPOMS records to ensure appropriate action and to identify reoccurring patterns of behaviour. If this is identified, the head teacher will plan suitable whole school action.

The head teacher keeps records of all reported serious incidents of misbehaviour. The head teacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified and PSP have been implemented.

The role of parents and carers

The school collaborates actively with parents and carers, so that pupils receive consistent messages about how to behave at home and at school.

We explain the school rules on the school website and this information is shared with parents , and we expect

parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions where behaviour has not been acceptable, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about such sanctions, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

The governors request that an evaluation of behaviour is provided in the Headteacher's report to governors.

Whole School Rules

In order that everybody feels safe, teachers are able to teach and pupils are able to learn, we expect pupils to follow these rules;

- Work hard
- Be kind
    - we are gentle (we use careful touch)
    - we listen to people (we are quiet when others are talking)
    - we look after property (we use calm hands and body)
    - we are helpful

These rules are displayed around the school and in every class.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and their own classroom rules
- Develop a positive relationship with pupils, which will include:
    - Smiling and taking a positive approach to school life
    - Greeting pupils in the morning/at the start of lessons

- Displaying a calm disposition
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally such as visual cues
- Highlighting and promoting good behaviour
- Always concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

The Traffic Light System

To ensure a safe and positive learning environment, all staff and pupils follow the 'traffic light system' promoting a consistent code of conduct.

- Green for go - all the pupils start here
- Yellow – A verbal warning will be issued to pupils displaying inappropriate behaviour. If the behaviour is repeated following the verbal warning, the pupil's name will move down to the yellow section.
- Red – If pupils continue to misbehave, they move further down to the red section and are asked to have a restorative conversation with the appropriate member of staff (and other pupil if relevant) during break time.
- Gold - A child moves up to gold for outstanding behaviour or for outstanding work

Green and gold traffic lights are displayed in the class.

Yellow and red traffic lights are only visible to the teacher and teaching assistant in the class.

Pupils who experience significant difficulty with behaviour will be provided with an Individual Behaviour Plan or Thrive Plan that will be agreed together with the pupil, parent and teacher. The plan will be a tool to support the teacher with their inclusive practice and the child with their social and emotional development and will include achievable improvement targets. The teacher, parent and pupil will meet regularly to review the plan.

Sanctions in and Around School

Pupils will be required to attend a restorative conversation if they reach 'red' of the Traffic Light System. The time set for this is reduced according to the age or maturity of the child, for example, a year 1 child may have 5 minutes restorative conversation at playtime, a year 6 child may have a 15 minute restorative conversation at playtime. During this time, the teacher will use a restorative script with the child (see Appendix 1). EYFS and KS1 teachers may choose to use widgits for their restorative conversations (see Appendix 2).

- The behaviour incident and the restorative conversation details are recorded onto CPOMS
- If a child receives one restorative conversation, the class teacher will inform parents verbally.
- If a child receives restorative conversations in one half term, the teacher will arrange a meeting with the parent, class teacher, the member of staff allocating the restorative conversation and a member of the leadership team. At this meeting, it may be decided that the child's behaviour over the following term be logged and reported to a Senior Leader daily.

In addition to the sanctions included in the traffic light system, a teacher may choose to use any of the following additional sanctions in response to unacceptable behaviour:

- Setting of written tasks such as an account of their behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a member of the leadership team
- Letter or phone call home to parents
- Creating an Individual Behaviour Plan (to be agreed together with the teacher, parent and pupil and a member of SLT)

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Lunch and Break Times

Pupils and staff supervising break and lunch times follow the school rules both indoors and outdoors.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Remind pupils of the school rules
- Develop a positive relationship with pupils, which will include:
    - Smiling and taking a positive approach to school life
    - Greeting pupils
    - Displaying a calm disposition
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

The whistle is blown twice at the end of play time and lunch time; on the first whistle the pupils stand still and raise one arm. On the second whistle, the pupils walk to a set point and line up in class order.

Any concerns of behaviour or behaviour incidents are recorded onto CPOMS and shared with the class teacher or TA.

If a child is allocated more than 3 lots of time out in one week, the LO or person on duty will inform the class teacher who will arrange a meeting with the parents to inform them of concerns.

All concerns of behaviour or behaviour incidents are recorded onto CPOMS and shared with the class teacher or TA.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise

it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents in person or via a phone call or written correspondence
- Issuing dojo points that can be accumulated and result in prizes
- Incentive charts are offered to pupils who have individual behaviour targets.
- Certificates and/or prizes awarded in assemblies
- Nominated to be seated on VIP lunch table
- Positions of responsibility such as prefect status or being entrusted with a particular project
- Whole class or year group reward activity

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm or having experienced trauma.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases (see appendix 1).
All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Physical Intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Guidance to staff is included in the school's Positive Handling Policy. Staff only intervene physically to restrain pupils or to prevent risk such as injury to themselves, injury to another child/children, injury to an adult, or damage of property. The actions that we take are in line with government guidelines on the restraint of pupils.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents at/before the end of the day using the Physical Intervention Report Form (Appendix 2)

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

Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil, staff member or school volunteer
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control

of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to Children's Services, if appropriate. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable

response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help.

If so, a referral to Children's Services may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for all staff in understanding conditions such as autism
- Use of separation spaces (e.g. calm corners, reset rooms, quiet rooms, nurture rooms or sensory zones) where pupils can regulate their emotions times of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being

met.

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

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local

authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- 1:1 daily meeting for a period of time with the class teacher
- Daily contact with a member of the SLT
- A report card with personalised behaviour goals
- A thrive plan

Pupil transition and inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. The school will request any information regarding behavioural needs from previous schools and settings via CPOMs and transition meetings.

Pupil transition and preparing outgoing pupils for transition

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

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

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- Annual safeguarding training
- Outdoor learning and play
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

School suspensions and permanent exclusions

Suspensions and permanent exclusions will only be used as a last resort and all possible action will be taken to avoid suspensions and permanent exclusions including the use of external support, alternative provision. The school follows the Suspensions and Permanent Exclusions Statutory Guidance provided by the DfE.

Any child at risk of exclusion will have an Individual Behaviour Plan or Thrive Plan in place. This should ensure that the child receives all available support and every possible action has been taken to avoid the exclusion of the child.

Only the headteacher (or the acting head teacher) has the power to exclude a child from school. The headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the LA 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 can neither exclude a child nor 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 exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Recording Incidents

All behaviour incidents are recorded on the school CPOMS online record system within 24 hours of the incident. Volunteers and those staff who experience difficulties with technology record the incidents in the class behaviour book and these notes are copied onto CPOMs by the class teacher or a member of the leadership team. If the incident is considered to be one which could indicate a possibility of any physical or emotional harm to a child then the incident will be recorded immediately and the DSL is informed verbally. The DSL and DDSLs are notified of all records and monitor and review actions daily.

Monitoring and review

The headteacher and the leadership team monitors the effectiveness of this policy on a regular basis. The DSL and DDSLs scrutinise CPOMS records to identify and reoccurring patterns. If patterns are noted, action is planned and monitored by the DSL and DDSLs. The headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

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.

Appendix 1

Restorative Conversation Script

Can you tell me what happened?

What were you thinking/feeling at the time?

How have you been thinking/feeling since this happened?

Who do you think was harmed by your actions?

How were they harmed?

What could you do now to help make things right?

How can we prevent this from happening again in the future?

What can I do to help you?

Sacred Heart RC Primary School

Appendix 2

Physical Intervention Record Form

Name of child/young person ……..... Year Group ……. Class……
LAC/PLAC: Yes / No SEN Register: Yes / No SEN Code: N K E

the incident occur?

Date	Time	Location	Duration of the intervention

Staff involved:

Name	Designation	Trained in an accredited physical intervention package (e.g., Team Teach)	Involved: physically? (P) observer? (O)	Staff signature

Please describe the incident:

1. What led up to the incident? Children/adults around, environment, perceived demands, transitions etc.
2. Identified or potential triggers if known.
3. What preventative or de-escalation techniques were used prior to physical intervention? Change of face, redirection, offering choices, offering alternative environment

Why was Physical Intervention deemed necessary? Please circle the reason(s) and give a brief description.

Reason	**Descriptions of risk**
Prevent harm to self	
Prevent harm to others	
Prevent damage to property	
Prevent severe disruption	

What type of reasonable force was applied? Tick as applicable.

Physical barriers (eg, adults as barriers)	Escorting (non-restrictive)	Escorting (with hold)	Standing hold	Seated hold (chairs, beanbag, floor)	Other, please explain

Did the child sustain any injuries? Yes / No

Was medical support necessary/obtained? Yes / No

Was the pupil debriefed?	Yes / No
Were staff offered a debrief?	Yes / No
Was it taken up?	Yes / No

Parents/carers were informed:

Date	Time	By whom?	How?

Any additional information:

Form completed by:	Name	Role	Date and time