

Sacred Heart Catholic Primary School



Together we live and learn; we play
and pray

Behaviour Policy

Rooted in dignity, relationship, reconciliation and hope

Reviewed September 2026

Date of next review August 2027

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This document should be read alongside the St John the Baptist Catholic Multi Academy Trust Equality & Diversity Policy. It sets out how Sacred Heart Catholic Primary School fulfils the Public Sector Equality Duty within the context of our own school community.

1. Our Catholic foundation

At Sacred Heart Catholic Primary School, behaviour is understood within the context of our Catholic mission: “*Together we live and learn; we play and pray.*” Every person is created in the image and likeness of God and therefore possesses an inherent dignity that must be recognised in the way we speak, act, teach, correct, forgive and restore.

Jesus is the role model for all that we do. We seek to be a safe and joyous place in which children learn to use their gifts and talents, where no door should be closed to them, and where high expectations are held alongside compassion, mercy and hope.

Our approach is neither permissive nor punitive. Children need clear boundaries, predictable routines and adults who respond consistently. They also need adults who seek to understand what behaviour may be communicating, teach the behaviour that is needed, protect others from harm, and provide opportunities for reconciliation and a fresh start.

Catholic Social Teaching informs this policy particularly through the dignity of the human person, the common good, solidarity and our responsibility for one another. Our Jesuit values and virtues provide a shared language through which children are formed to make increasingly wise, compassionate and responsible choices.

2. Purpose and aims

This policy sets out a consistent whole-school approach to promoting pro-social behaviour, responding to difficult and dangerous behaviour, and supporting pupils to develop internal discipline. It applies to all pupils, including pupils within the Holy Family Autism Hub and other specialist or personalised provision, with reasonable and proportionate adjustments where required.

-  Create a calm, safe, supportive and inclusive environment in which every child can learn and flourish.
-  Teach and recognise pro-social behaviour rather than relying primarily on external rewards or punishment.
-  Establish clear, consistent and predictable expectations across the school.
-  Protect the dignity, safety and wellbeing of pupils and adults.
-  Use prevention, de-escalation and restorative practice wherever possible.
-  Ensure consequences are educational and/or protective, proportionate and related to the behaviour.
-  Recognise that behaviour may be influenced by SEND, communication, trauma, anxiety or other additional needs without removing appropriate boundaries or the rights of others.
-  Work in partnership with parents/carers and relevant professionals.
-  Address serious or persistent behaviour appropriately, including through suspension or permanent exclusion where necessary.

3. Our approach: Norfolk Steps

Sacred Heart follows the Norfolk STEPs approach to positive behaviour management, in accordance with the St John the Baptist Catholic Multi Academy Trust Restrictive Interventions (including the use of reasonable force) Policy. The approach supports long-term behavioural change through internal discipline, positive relationships, clear expectations, consistency, behaviour analysis, individualised planning, prevention and de-escalation. The Trust policy governs the use of STEP ON and STEP UP techniques, restrictive interventions, reasonable force and seclusion; this school policy should be read alongside it.

-  Pro-social behaviour – positive, helpful behaviour which promotes social acceptance and the common good.
-  Difficult behaviour – anti-social behaviour which is not dangerous but may disrupt learning, relationships or routines and requires teaching, support and proportionate consequences.
-  Dangerous behaviour – behaviour which causes, or creates an imminent risk of, injury to self or others, significant damage to property, or serious harm.

Staff remain curious about the function and communication of behaviour while maintaining clear expectations. Understanding why behaviour occurs helps us plan effectively; it does not mean harmful behaviour is ignored or excused.

4. Rights and responsibilities

Pupils

Every pupil has the right to be safe, respected, included and able to learn without unreasonable disruption. Pupils are expected, according to age and capacity, to treat others with dignity, engage with learning, care for property and creation, follow reasonable adult instructions and seek to repair harm when things go wrong.

Staff

All staff are responsible for behaviour. Adults model calm, respectful relationships; teach and reinforce expectations; use consistent language; notice pro-social behaviour; intervene when behaviour affects safety, dignity or learning; make reasonable adjustments where required; and record and communicate significant concerns appropriately.

Parents and Carers

Parents and carers are important partners. The school asks families to support the school's Catholic ethos and behaviour expectations, communicate relevant information, work constructively with staff and reinforce respectful relationships. The school will communicate significant or persistent concerns and involve parents in personalised planning where appropriate.

Leadership and Governance

The Headteacher and senior leaders establish and maintain the behaviour culture, support staff, monitor patterns and ensure appropriate intervention. The Local Governing Body fulfils its delegated responsibilities for oversight of the policy and its implementation.

5. Teaching and recognising pro-social behaviour

Behaviour is taught. Adults make expectations explicit, model them, practise routines and re-teach them when necessary. First attention should be given to the behaviour we want to see.

- ✚ Specific and sincere verbal praise and private recognition.
- ✚ Sharing success with another adult or the Headteacher.
- ✚ Positive communication with parents/carers.
- ✚ Celebration Assembly recognition and certificates.
- ✚ House points or other agreed whole-school recognition.
- ✚ Opportunities for responsibility, service and leadership.

External recognition should support, rather than replace, internal motivation: children should increasingly recognise the intrinsic value of doing what is right, contributing to the community and living out the Gospel.

6. Responding to behaviour

For most pupils, calm redirection and re-teaching will be sufficient. Staff respond proportionately, taking account of the behaviour, context, age, understanding, previous patterns and individual needs.

Stage	Adult response	Purpose
1. Connect and redirect	Proximity, positive phrasing, reminder of expected behaviour and take-up time.	Keep anxiety low and enable a quick return to pro-social behaviour.
2. Clear choice	State the observed behaviour and expectation; offer a limited, achievable choice.	Support the pupil to regain control and understand the next step.
3. Regulate / change of space	Reduce demands/stimulation where appropriate; short supported change of space or agreed regulation strategy.	Prevent escalation and restore readiness to learn safely.
4. Reflect, repair and restore	When regulated, hold an appropriate restorative conversation and agree any educational/protective consequence.	Teach, understand impact, repair relationships and reduce recurrence.
5. Additional support / SLT	For serious, repeated or escalating behaviour, involve SLT/SENCO, parents and personalised planning.	Protect safety and secure a consistent planned response.

7. De-escalation and adult language

Adults use language that reduces rather than increases anxiety. Positive phrasing, limited choice and appropriate take-up time are central Norfolk Steps strategies.

- ✚ “Walk with me, thank you.”
- ✚ “You can work here or at the quiet table.”
- ✚ “I can see this is difficult. I am here to help.”
- ✚ “First we make this safe; then we can talk.”
- ✚ “When you are ready, we will work out how to put this right.”

Staff avoid public confrontation, unnecessary repetition, sarcasm, humiliation, shouting, threats or power struggles.

8. Educational and protective consequences

A consequence is a logical or necessary response to behaviour. At Sacred Heart, consequences should be educational and/or protective rather than punitive.

- ✚ Educational consequences help a pupil learn or practise the behaviour needed next time:
 - restorative conversation
 - re-teaching a routine
 - social story
 - supported reflection
 - practising positive play
 - completing interrupted learning or
 - repairing damage where appropriate
- ✚ Protective consequences reduce the opportunity for harm while skills are being developed:
 - increased supervision
 - temporary change to an activity/location
 - restricted access to an item/area
 - structured break/lunchtime arrangements or
 - an individual safety plan

Consequences are reasonable, proportionate and connected to the behaviour wherever possible. Menial or humiliating punishments and collective punishment are not consistent with this policy.

9. Reflect, repair and restore

Restoration reflects our Catholic understanding of reconciliation: wrongdoing matters, harm should be acknowledged, relationships can be repaired and every child should be offered a way forward.

-  What happened?
-  What were you thinking or feeling?
-  Who has been affected, and how?
-  What needs to happen to put things right?
-  What could help you make a different choice next time?

Restorative work takes place when the pupil is sufficiently regulated and is adapted to communication, cognition, age and need.

- Visuals
- Drawing
- Objects
- Augmentative and Alternative Communication (AAC)
- social stories or role play may be more appropriate than spoken questioning for some pupils.

10. SEN, disability and behaviour as an additional need

High expectations apply to all pupils, but equality does not mean treating every child identically. The school considers whether SEN or disability has contributed to behaviour, whether reasonable adjustments are required, and whether additional provision, assessment or professional advice is needed.

Persistent, complex or risky behaviour may require personalised planning, including anxiety mapping, Roots and Fruits, risk assessment / Individual Risk Management Plan, positive behaviour support, communication approaches, agreed scripts, regulation strategies, protective consequences and a clear Reflect, Repair and Restore process.

No diagnosis removes the school's duty to safeguard other pupils and staff. Equally, behaviour arising from additional need must not be treated simply as wilful misconduct without appropriate consideration of need, reasonable adjustment and support.

11. Difficult, dangerous and harmful behaviour

The following examples are illustrative rather than exhaustive. Context and individual circumstances will always be considered.

Level	Examples	Possible response
Low-level / difficult	- Off-task behaviour - calling out - low-level disruption - inappropriate noise - careless use of equipment - minor unkindness - not following a reasonable instruction	- Redirection - reminder - positive phrasing - limited choice - take-up time - re-teaching
Repeated / significant difficult	- Persistent disruption/refusal - deliberate provocation or unkindness - repeated unsafe play - repeated inappropriate language - behaviour significantly affecting learning.	- Reflect, Repair and Restore - educational/protective consequence - parent contact - CPOMS where significant/patterned - Intervention - SENCO/SLT.
Dangerous / serious harmful	- Physical aggression - Biting - Kicking - Punching - targeted spitting - serious threats - discriminatory abuse - bullying - intentional significant damage - use of an object to harm - serious risk.	- Immediate safety response - de-escalation - SLT - Parents - Recording - risk planning - agency advice - consideration of suspension/ permanent exclusion.

12. Restrictive interventions and reasonable force

Prevention and de-escalation are always the starting point. Sacred Heart follows the St John the Baptist Catholic Multi Academy Trust Restrictive Interventions (including the use of reasonable force) Policy. Restrictive intervention is used only when necessary and proportionate, with the pupil's welfare considered and the least restrictive intervention used for the least amount of time required. All employees may use reasonable force in the circumstances permitted by law and Trust policy; wherever possible, where restrictive intervention is necessary, staff will use a Norfolk STEPs STEP UP technique in which they have been specifically trained.

Any restrictive intervention must be lawful, necessary, proportionate and the minimum intervention reasonably required. Staff follow current Department for Education guidance and the school's Norfolk Steps training and procedures.

Significant incidents involving force or seclusion are recorded and reported to parents/carers in accordance with current requirements. The school considers the wellbeing of pupils and staff afterwards and reviews preventative planning.

13. Recording and CPOMS

Not every reminder or minor incident requires a CPOMS entry. Records should be factual, necessary, relevant and proportionate.

CPOMS is used for significant behaviour incidents, behaviours that harm, safeguarding/welfare concerns, discriminatory incidents, bullying, restrictive interventions, and repeated or patterned behaviour where a record is needed to inform support, risk management or SEND provision. Entries distinguish observed fact from reported information and avoid emotive or speculative language.

14. Bullying and discriminatory behaviour

Bullying, harassment, discriminatory language and peer-on-peer harmful behaviour are not tolerated. Responses protect those affected, challenge prejudice, teach appropriate behaviour and involve parents and external agencies where appropriate, alongside safeguarding and anti-bullying procedures.

15. Behaviour outside school and online

The school may respond to behaviour outside the premises, including online behaviour, where it affects pupils or staff, threatens another member of the school community, disrupts the orderly running of the school or could adversely affect the school's reputation. Appropriate safeguarding, behaviour and reporting procedures will be followed.

16. Removal from class

Removal may be used where necessary to maintain safety or restore a calm learning environment. It is supervised, purposeful and no longer than necessary. It must not become an informal exclusion or substitute for appropriate SEND provision. The pupil continues to receive meaningful education and is supported to return successfully.

17. Suspension and permanent exclusion

The Headteacher may suspend or permanently exclude a pupil in accordance with current statutory guidance. Suspension may be appropriate following a serious incident or persistent behaviour where other approaches have not been successful. Permanent exclusion is a serious decision and will normally be a last resort, although a single exceptionally serious incident may warrant it.

A pupil will not be suspended or permanently excluded simply because they have SEND or because the school considers itself unable to meet their needs. Where suspensions are repeated, the school reviews whether additional support, assessment or changes to provision are required.

Following suspension, the school supports reintegration. A reintegration meeting may be offered but is not a condition of the pupil returning to school.

18. Partnership and multi-agency support

Where behaviour indicates wider need, the school may seek advice or support from the Trust, Local Authority, SEND services, educational psychology, Autism Advisory Teaching Service, Early Help, social care, health services or alternative provision, as appropriate. Information is shared lawfully and proportionately.

19. Staff support and consistency

Consistency means a shared philosophy and predictable adult response; it does not mean identical treatment regardless of need. Staff receive behaviour support and Norfolk Steps training appropriate to their role. Following serious incidents, staff wellbeing is considered and support/debrief offered where needed.

20. Monitoring, governance and review

The Headteacher and senior leaders monitor behaviour patterns, including serious incidents, suspensions, discriminatory incidents, restrictive interventions and the experience of pupils with SEND and other groups, to identify where practice or provision needs to change.

The Local Governing Body receives appropriate information to fulfil its oversight responsibilities. This policy is reviewed annually, or sooner where legislation, statutory guidance, Trust policy or school circumstances require.

Appendix 1 – Sacred Heart adult script

- ✚ Notice: “I can see / I noticed...”
- ✚ Expectation: “At Sacred Heart, we...”
- ✚ Positive phrasing: “What I need to see now is...”
- ✚ Limited choice where useful: “You can... or...”
- ✚ Take-up time: allow time to process and respond.
- ✚ Reconnect: recognise the return to pro-social behaviour without dwelling on the incident.
- ✚ Restore later: “When you are ready, we will work out what happened and how to put it right.”

Appendix 2 – Restorative prompts

- ✚ What happened?
- ✚ What were you thinking or feeling at the time?
- ✚ Who has been affected and how?
- ✚ What do you need now?
- ✚ What needs to happen to repair the harm?
- ✚ What could you do differently if something similar happens again?
- ✚ What support might help you?

Appendix 3 – Key reference documents

- ✚ Department for Education: Behaviour in Schools – advice for headteachers and school staff.
- ✚ Department for Education: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (current statutory guidance).
- ✚ Department for Education: Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026).
- ✚ Keeping Children Safe in Education (current version).
- ✚ Equality Act 2010 and SEND Code of Practice: 0 to 25 years.
- ✚ St John the Baptist Catholic Multi Academy Trust Restrictive Interventions (including the use of reasonable force) Policy, March 2026, and other Trust policies/procedures where applicable.
- ✚ Sacred Heart safeguarding, anti-bullying, SEND and restrictive intervention/risk-management procedures.