

# Sacred Heart Language College



## Behaviour Policy

*“Confident in God’s love for us,  
we commit ourselves to His service”*

September 2025

## Context

Our mission statement is encapsulated in our belief that 'Confident in God's Love for Us, we commit ourselves to his service'. At The Sacred Heart Language College we are committed to ensuring that all are of equal worth, secure in the knowledge that all are created in Christ's image. Our actions are governed by our living testament to the Gospel values of justice, fairness, respect and equality. These beliefs underpin our commitment to disability equality.

The Sacred Heart Language College believes that all students: should have the right to feel safe, secure and cared for, and should have access to appropriate support, care and education which includes the support to manage their emotions and their behaviour including taking account of, and for their responsibilities.

**Policy Ratified:**

September 2025

**Signature:**

A handwritten signature in black ink, appearing to read 'Eva Fiorenzo', written in a cursive style.

Dr Eva Fiorenzo, Chair of Governors

**Policy to be reviewed:**

Annually

## 1. Introduction

This Behaviour Policy outlines the high expectations for conduct and relationships at The Sacred Heart Language College. It supports the College's mission to create a safe, inclusive, and respectful environment where students thrive academically, socially, and spiritually. The policy aligns with the Department for Education's statutory guidance on behaviour, exclusions, and safeguarding, ensuring clarity, consistency, and fairness in all aspects of College life.

Our approach to behaviour is underpinned by the belief that all members of the community are unique creations of God, made in His image. That each child has an intrinsic dignity that must be nurtured in the spirit of Euphrasie Barbier our foundress, through a safe, ordered environment to come to develop their gift and talents to ensure they can flourish and make a positive contribution to the community and society. To become confident women, equipped to engage with and excel in the modern world.

## 2. Mission, Ethos and Gospel Values

As a Catholic College, our ethos is underpinned by Gospel values of love, compassion, justice, dignity, and forgiveness. These values shape our vision for behaviour and conduct across the College. We are committed to nurturing every student's moral, spiritual, and emotional formation in imitation of Christ.

Respect for oneself, others, and the wider community is central to our mission. We believe in supporting young people to grow into thoughtful, respectful and morally aware individuals who live the values of the Gospel in both word and deed.

Inspired by the life and work of Euphrasie Barbier and the traditions of the Sisters of Our Lady of the Missions, we confidently commit ourselves to God's service. Our College seeks to practice the principles of the good Christian life through:

- A strong Catholic identity rooted in prayer, liturgy and witness.
- The living out of: Catholic social teaching through daily conduct, interactions, and decisions.
- The development of each student's moral compass, character, and vocation to serve others as Euphrasia Barbier did.

Our behaviour expectations are a reflection of these principles and are designed to ensure that The Sacred Heart is a safe, inclusive, and faith-filled community where all can thrive.

## 3. Aims of the Policy

- To foster a calm and purposeful learning environment.
- To promote the development of positive relationships.
- To ensure consistency in behaviour expectations across the College.
- To prevent and respond to incidents of poor behaviour effectively.
- To promote restorative approaches and personal accountability.

The principles that underpin behaviour are summarised in the following questions

- Is my behaviour affecting my own learning?
- Is my behaviour affecting the learning of others?
- Is my behaviour affecting the safety of myself or others and the College Site?

#### 4. Rights and Responsibilities - The Sacred Heart Way

It is expected that good behaviour will be recognised and encouraged. When necessary, challenging behaviour will be understood and managed effectively.

The policy promotes an ongoing commitment high expectation

There is a zero tolerance to violence verbal abuse bullying drug vaping and discriminator behaviour will not be tolerated.

#### Rights and Responsibilities: Students

I have the right to:	It is my responsibility is to:
Learn without disruption	Not disrupt my learning and that of others
Be respected by all members of the College Community	Show respect to all Adults in the College environment
Feel confident safe and secure in college	Contribute positively and co-operatively to a safe and secure atmosphere in the College

Students need to follow [The Sacred Heart Way for Students.docx](#)

#### Rights and Responsibilities: Staff

I have the right to:	It is my responsibility is to:
Teach without disruption	Plan and deliver interactive & engaging lessons. Manage behaviour as per this policy.
Be respected by all members of the college Community	Show respect to all adults Students and the College environment
Feel Confident safe and secure in college	Contribute to a safe and secure atmosphere in college

Staff need to follow [The Sacred Heart Way for Teachers & Staff.docx](#)

## Rights and Responsibilities: Parent/Carer

<b>I have the right:</b>	It is my responsibility is to
For my child to be educated without disruption	To support my child to come to college ready for learning
To receive updates on my child's progress	Engage positively with staff at the College
To speak to staff about my child	Show respect to all members of the College community and engage with them in a positively and polite way

Parent/ carers need to follow [The Sacred Heart Way for Parents.docx](#) and sign the home College agreement.

## 5. Roles and Responsibilities

**Senior Leadership Team (SLT)** are expected to:

- Provide strategic oversight and support for behaviour across the College, including interventions that escalate beyond the department or year team level.
- Supervise key areas such as corridors and stairwells during transition times to model visibility and calm leadership.
- Communicate clearly with staff, students, and parents/carers following serious incidents, outlining actions and next steps.
- Respond to 'Emergency Alerts' promptly and according to triage information, ensuring a safe and consistent response to more serious behaviour incidents.

**Heads of Department (HoDs)** are expected to:

- Actively supervise the corridors and shared areas surrounding their department during transitions.
- Support their departmental colleagues in maintaining high standards of behaviour in lessons.
- Monitor positive and negative behaviour trends using half-termly data and address issues in line management discussions.
- Ensure all staff within the department consistently uphold the behaviour policy and College expectations.
- Collaborate with Heads of Year to address persistent behaviour concerns and agree support strategies.
- Oversee attendance to departmental detentions and follow up on non-attendance.
- Contact and meet with parents/carers when student conduct within the department warrants further support or intervention.
- Organising staffing of departmental detentions.

**Heads of Year (HoYs)** are expected to:

- Support Heads of Department in resolving behaviour concerns that impact learning or wellbeing.
- Keep staff informed about the pastoral needs and circumstances of students, ensuring an inclusive and compassionate response.
- Act as a liaison between departments and year teams to facilitate consistent behaviour management approaches.
- Support students through both pastoral care and their wider educational experience, including tutor time delivery.
- Monitor attendance to year group detentions and intervene where follow-up is needed.
- Regularly analyse behaviour data in **Arbor on a weekly basis**, identifying trends and taking action where needed — for example, reviewing students who receive multiple C1s and initiating appropriate pastoral or academic support.
- Provide feedback and communicate outcomes to staff, students, and families after incidents or interventions.
- Respond to duty alerts using prioritisation based on incident triage, ensuring prompt and effective support.
- Organising staffing of year group detentions.
- Manage behaviour issues outside of lessons.

## 6. Positive Behaviour Expectations: The Sacred Heart Way

At The Sacred Heart Language College, we form young people to imitate the image of Christ by nurturing hearts that live out the Gospel values. The Sacred Heart Way is centred on five core virtues. These are embedded into every aspect of college life and guide all behaviour, relationships, and decision-making.

### The Five Virtues

Virtue	Description	Quotation – Euphrasie Barbier
<b>Faith</b>	A heart modelled on The Sacred Heart—passionate about Gospel values and a witness to love of God and neighbour. It is the foundation of all virtue.	“Walk always with God, by the habitual Spirit of Faith.”
<b>Compassion</b>	A heart that selflessly cares for others, upholding the sacredness and dignity of all through actions.	“Above all, you must strive to practise great charity, and consideration towards one another.”
<b>Courage</b>	A heart that acts with resilience and determination, protecting the earth, the poor, and the voiceless.	“Let us say ‘YES’ to all God asks of us.”

Virtue	Description	Quotation – Euphrasie Barbier
<b>Humility</b>	A heart open to guidance, recognising that our talents are gifts from God to serve others. Characterised by courtesy and mercy.	“Our obedience must be respectful, joyful and in imitation of our Lord.”
<b>Integrity</b>	A heart that is sincere, honest and just; a person who is true to themselves and their calling.	“Learn the lesson of fidelity in little things; but always out of love for God.”

### **Flourishing to Virtue: Living Out Our Christian Ideals**

Every pupil at Sacred Heart is encouraged and supported to grow in virtue and character. The student profile ensures Gospel values are made visible in behaviour, learning, and relationships.

### **Expectations in Lessons – The Sacred Heart Way**

#### **Start of Lesson:**

- Begin with prayer – a moment of calm reflection rooted in faith.
- Teachers welcome students at the door.
- Enter the room quietly and sit according to the seating plan.
- Be ready to learn with all correct equipment.
- Complete the “Do Now” task on the board.
- Answer the register politely.
- Stand for the opening prayer and begin the lesson with focus.

#### **End of Lesson:**

- Pack away calmly and sensibly.
- Stand quietly behind your seat.
- Ensure uniform is correct – blazer on, shirt tucked in, skirt rolled down
- Wait silently for the teacher to dismiss you.
- Follow the one way system supported by staff.
- If a visitor enters, stand as a mark of respect.

### **Recording Behaviour – Arbor**

All positive and negative behaviours are recorded consistently on Arbor. This includes:

- House points linked to virtues.
- Behaviour sanctions aligned with the behaviour policy.
- Teachers use Arbor at the end of the lesson to reflect behaviour fairly and reinforce expectations.
- Around College (corridors, lunch hall, stairs) In accordance with the movement plan. Map with arrows this will be kept under review.

## **7. Behaviour Curriculum Overview**

Behaviour is taught explicitly through assemblies, PSHE lessons, tutor time activities, and curriculum links. Key areas include conflict resolution, online safety, respectful language, and rights and responsibilities. The behaviour curriculum is sequenced and developmentally appropriate. Routines for prayer, assembly each week by the HOY and Prayer and liturgy plan. Head of year has one assembly per week.

## 8. Rewards recognising positive contribution

At The Sacred Heart, we believe that recognising and celebrating student achievement is essential in building a culture of success, self-worth, and a virtuous moral - character.

We aim to celebrate both academic progress and personal development — whether in the classroom, through homework, or while representing the College in drama, music, sport, or community events.

A fair and consistent approach to rewards strengthens student identity, boosts self-esteem, and contributes to a positive, inclusive learning environment.

### Staff Expectations:

- All staff are expected to **actively seek and acknowledge positive behaviour** and progress.
- Staff should encourage students to reflect on and take pride in both their individual and house achievements.
- Emphasis is placed on **rewarding effort, improvement, and embodiment of Gospel values**, not just final outcomes.

### How We Celebrate Achievement:

We use a wide range of rewards to encourage and acknowledge students:

Type of Reward	Description
Verbal Praise	Immediate, specific feedback given in lessons or around College
Phone Call Home	Personal phone call to share praise with parents/carers
House Points via Arbor	Awarded for:
	- Academic achievement and progress
	- Excellent effort and participation
	- Demonstration of Gospel values
	- Contribution to wider College life
Postcards Home	Sent to acknowledge effort, improvement, or exceptional behaviour
Celebration Events	Year group or whole-College events to celebrate achievements
Achievement Badges	Awarded for key milestones and displayed on blazers
Personalised Notes on Arbor	Specific praise recorded and shared with students and parents
Student Privileges	Earned through consistent effort and positive conduct

Type of Reward	Description
Letter of Commendation	Formal recognition from the Headteacher for exceptional contributions
Year 11 Prizegiving	Annual event to celebrate academic and personal achievements
Certificates	Awarded for academic success, progress, attendance, or character
Honour Boards and Displays	Showcasing student success in public areas of the College
Celebration of Euphrasie Barbier Values	Recognition given to students exemplifying key virtues in daily life golden heart badge

These rewards play a vital role in promoting motivation, reinforcing expectations, and celebrating the unique talents of every student.

## 10. Sanctions and Consequences

### Supporting the conduct of students – the consequences if a student displays challenging behaviour

Teachers have statutory authority to apply consequences to students whose displayed behaviour which does not match the expected standards, who break the College rules or who fail to follow a reasonable instruction.

Any consequences will be proportionate and reasonable and will take into consideration the student's age, mental health, known personal circumstances and special educational needs or disability.

Following a removal from the classroom (C3), the student will have an hour's detention after College on the following day. During this time, their teacher will have a restorative conversation with them to discuss what caused their removal from the classroom and to ensure a fresh start for the following lesson. Where it is not possible for the staff member to meet with them, they will at the earliest opportunity before the next lesson.

Possible consequences for general behaviour (not exhaustive) are;

- Supervised break or lunchtime detentions.
- Reports e.g. positive report, tutor report, HoY report.
- Rebuild Restorative Intervention
- Off site direction (education at another institution for a set period of time)
- Removal from circulation (off site and may include an alternative provision)
- Suspension
- Discretionary timetable changes, including alternate provision.
- Extra work or instructed to repeat unsatisfactory work.
- Year Support Plans or Pastoral Support Plans

## The Consequences Matrix

We use a **staged behaviour system (C1–C4)** to ensure fairness and clarity. Responses are proportionate, consistent, and focus on repair as well as consequence.

Stage	Description	Staff Action
R	Reminder	Verbal reminder, name on board
C1	Formal Warning	C1 recorded on Arbor, parent informed
C2	Serious Consequence	C2 recorded on Arbor, parent informed break detention
C3	Removal from lesson, SLT informed	Logged; restorative conversation required after College detention
C4	SLT involvement/removal	Behaviour referral and parental meeting SLT detention Friday

### Guidance on Logging:

- Staff log C1, C2, C3 and C4 incidents on Arbor with clear, factual narrative.
- Repeated C2s across subjects should trigger pastoral intervention.
- Promoting Positive behaviours and tackling negative behaviours guidance sheets

### Reminder:

Example In classroom	Examples outside	Consequences
You have chosen to ignore a teacher	You have chosen to ignore a member of staff	Reminder to follow the Scared Heart Way

### C1:

Example In classroom	Examples outside	Consequences
<ul style="list-style-type: none"> <li>• You have chosen to ignore an instruction</li> <li>• Failure to bring the correct equipment for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Incorrect uniform outside the classroom where it can be corrected</li> <li>• Not following the one-way system</li> <li>• In wrong zone for year group</li> <li>• Late to lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Staff member logs C1 on Arbor</li> <li>• 1 behaviour point</li> <li>• Move seat</li> <li>• One to one conversations with staff member</li> </ul>

### C2

Example In classroom	Examples outside	Consequences
<ul style="list-style-type: none"> <li>• 5 C1's = C2 automatically</li> <li>• Incomplete Homework</li> <li>• Chewing gum eating in class</li> <li>• Throwing things across the rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Not doing as a member of staff says defiance</li> <li>• Uniform breach including nails and lashes</li> <li>• Out of lesson without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Attend detention</li> <li>• C2 5 behaviour point on Arbor and after College detention</li> <li>• Contact home thorough Arbor</li> </ul>

<ul style="list-style-type: none"> <li>• Persistent low-level behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent last to lesson</li> <li>• In possession of mobile phone/ devices not in pouch</li> <li>• Walking or running away from staff</li> </ul>	
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**C3:**

<b>Example In classroom</b>	<b>Examples outside</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>• Verbal abuse against another students /rudeness</li> <li>• fighting</li> <li>• High level derogatory behaviour ./ comments to another students in person and online</li> <li>• Failure to follow reasonable instruction being rude</li> <li>• Refusal to hand over confiscated items</li> <li>• Use of mobile phone watch ear pods</li> <li>• Mis use of internet and damage to other properties</li> <li>• Missed detention</li> <li>• No homework</li> </ul>	<ul style="list-style-type: none"> <li>• High level inappropriate behaviour at lunch</li> <li>• Taking / smoking / vaping drinking</li> <li>• Truantiing from a lesson</li> <li>• Failure to follow reasonable instruction being rude</li> <li>• Refusal to hand over confiscated items</li> <li>• Use of mobile phone watch ear pods</li> <li>• Mis use of internet and damage to other properties</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to attend C2 detention move to C3</li> <li>• C3 option placement in Eupharasie intervention HOY/ SLT detention</li> <li>• Confiscated item to be collect by parent/ care</li> <li>• Student put on report HOY/SLT</li> </ul>

**C4:**

<b>Example In classroom</b>	<b>Examples outside</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>• Physical assault student/ staff member</li> <li>• Serious fight</li> <li>• Bullying on line</li> <li>• Serious damage to College of other property</li> <li>• Discriminatory language which causes offence to the protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Under the influence alcohol illegal drugs</li> <li>• Possession of illegal substance and or dealing on site</li> <li>• Possession of a weapon</li> <li>• Serious breach of College data bases hacking</li> <li>• Indecent exposure</li> <li>• Failure to follow instructions of the Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Fail to attend C3 detention moves to C4</li> <li>• C4 is an SLT detention Friday</li> <li>• Suspension</li> <li>• Management move</li> <li>• Alternative provisions</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion</li> </ul>

These are not exhaustive – always seek advice does it go against the The Sacred Heart way. The headteachers decisions is final.

### **11. Mobile Phone Use and electronic devices**

To support a focused and distraction-free learning environment, mobile phones are locked away in students' phone pouches at the College gate every morning. Students are expected to follow this procedure without exception. If a student arrives without a pouch, their phone will be collected and held securely until the end of the College Day. Should a student be found in possession of a phone during the College Day, the device will be confiscated for one week, and a C2 sanction will be issued in accordance with this policy. HOY to supervised this. A further breach will result in a C3.

### **12. Uniform Expectations and Presentation**

- SLT/HOY will be on gate from 8.00am checking uniform each day.
- Staff will ask students in a positive manner to correct any uniform breaches.
- If they correct uniform, then they go to tutor time.
- If they don't, they wait in reception until 8.30am.
- They will be issued a letter C1 recorded Abor.
- If uniform cannot be corrected, they are sent to Euphrasie and corrected for the next day.
- Please ask them to remove any uniform breach items. If they refuse, please send to the HOY who will issue letter and log C1

The correct uniform as specified on the College website -link.

<https://www.tshlc.harrow.sch.uk/page/?title=School+Uniform&pid=74>

### **13. Attendance and Punctuality**

- From 8.00am students are permitted on site in the Assembly Hall.
- At 8.20am students may access form rooms to access lockers and get ready for learning
- Daily registration procedures arrive for 8.20am and in form rooms for 8.30am
- Students must attend all lessons on time or be sanctioned
- Sanctions for lateness:
- Late to College – 15 minute after College detention with Form Tutor HOY to monitor
- Two or more late in a week 30-minute Thursday lunch time detention with Head of Year
- Attendance officer to send a daily list of late to all tutors who will oversee a detention that evening
- fail to attend the lunchtime detention = 1 hour Friday after College detention with SLT

- fail to attend this and one day internal suspension in the Euphrasie Room -on students College record
- Students who do not meet the College's high expectations of attendance and punctuality will be sanctioned and local authority measures followed to the letter.
- We will work with families to support our students but ultimately all young people must attend College so that we know they are safe and working hard to secure their future.

#### **14. Bullying and Peer-on-Peer Abuse**

We define bullying as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation but not restricted to.
- Unwanted behaviour that involves a real or perceived power imbalance

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Online bullying – bullying via mobile phone or online (email, social networks etc)

Bullying can occur during or after College hours. Whilst some reported bullying happens during the school day, it can also happen travelling to or from College, in the neighbourhood or increasingly on the internet/social media.

The College will investigate all reports of bullying when they affect the well-being of people within the College community.

Bullying can be reported to any member of staff.

Every Student should be able to learn in the College environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our College, and each member of staff has a role in creating a culture where bullying is not tolerated. No student deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on educational experiences and wider development. Bullying has no place anywhere in our College's community and this applies both to the bullying of students and teachers.

#### **The aims of our College anti-bullying strategies and interventions are:**

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support for the student.

To apply suitable consequences to the student causing the bullying, to educate them and ensure they learn through the experience. The consequences given will be bespoke to the situation and may at times involve multi-agency support.

## 15. Off-Site Direction

At The Sacred Heart, we are committed to supporting students in making positive behaviour choices. Where repeated or serious behaviour incidents occur, the College may use a short-term or longer-term *Off-Site Direction* placement as part of our graduated response to behaviour concerns.

### What is Off-Site Direction?

Off-site direction is when a student is temporarily educated at another setting or alternative provision to support improvements in behaviour. This allows students to reflect on their actions, receive targeted support, and continue their education without missing out on learning.

### Short-Term Off-Site Direction

- This is typically used as an alternative to a suspension.
- Students may attend another local school (e.g. Bentley Wood, Newman Catholic College ) for **1 to 4 days**.
- During this time, they will take part in lessons and activities that support reflection and behaviour improvement.
- Attendance is maintained and the placement is carefully managed by the College staff.

Example: A student who might receive a 3-day suspension could instead be given a 1-day suspension followed by 2 days of off-site direction.

### Longer-Term Off-Site Direction

- Used for students with repeated behaviour issues who may be at risk of permanent exclusion.
- Typically lasts **6 to 8 weeks**, though this may be extended if needed.
- Students work towards specific behaviour targets and are closely monitored by school leaders.
- A longer-term placement may also lead to a **Managed Move** if appropriate.

### Important Notes:

- All off-site direction placements are agreed and monitored by the Headteacher and Local Governing Committee.
- If a student does not meet expectations during their placement, further action may be taken, such as suspension or consideration of permanent exclusion.

- Safeguarding, wellbeing and basic needs (food, toilet breaks, medical needs) are always considered and respected.

## **Suspensions and Permanent Exclusions**

The College follows statutory DfE guidance on suspensions and permanent exclusions. These are used as a last resort when behaviour seriously disrupts learning, puts others at risk, or breaks the school's code of conduct.

### **Fixed-Term Suspensions**

- The Headteacher may suspend a student for a set number of days.
- During the investigation of a serious incident, a student may be temporarily removed from lessons.
- Parents will always be contacted and provided with clear reasons for the suspension.
- If a student is suspended for **more than 15 days in one term**, a meeting will be held with the College governors.

### **Permanent Exclusion**

- Considered only for the most serious breaches of behaviour or where repeated behaviour shows no improvement despite support.
- This decision will involve consultation with the Headteacher and CEO.

### **Reintegration and Support**

- A **reintegration meeting** is held after any suspension with the student, their parent/carer and a senior leader.
- The College may use the **Intervention Hub** or provide additional support (e.g. restorative work, mentoring).
- Behaviour will be closely monitored to support a successful return to learning.

### **Parental Rights**

- Parents/carers have the right to make representations to the Local Governing Committee and request an Independent Review Panel if they disagree with a suspension or exclusion.
- In cases of alleged discrimination, complaints can be made to the First-tier Tribunal (disability) or County Court (other types).

### **Inclusion and Support**

At The Sacred Heart Language College, we believe that every student is a unique and valued individual, created in the image of God and deserving of respect, compassion, and

opportunity. Our mission is to support all students in reaching their full potential—spiritually, academically, and socially—regardless of the challenges they may face.

For students at risk of suspension or permanent exclusion, we are committed to offering targeted support, early intervention, and open communication with families. We work collaboratively to understand the underlying needs or difficulties a student may be experiencing and to provide appropriate pastoral care, mentoring, and guidance. Through The Sacred Heart Way, we aim to restore relationships, encourage personal responsibility, and re-engage students with their learning in a respectful and constructive manner. Every effort is made to help students make positive choices and remain part of our College community, where forgiveness, understanding, and hope are central to our ethos.

Where a student is at risk of exclusion, personalised support plans and regular communication with families will be in place.

The College works to balance individual needs with the right of all students to learn in a safe and respectful environment.

## **16. Searching, Screening and Confiscation (With and Without Consent)**

At The Sacred Heart, we are committed to keeping students safe and ensuring the College remains a calm and orderly environment. There are occasions when a search of a student or their belongings may be necessary.

### **Searching with Consent**

- A member of staff can search a student if the student agrees.
- Written consent is not needed – a simple verbal agreement is enough.
- For example, a student may be asked to empty their pockets or allow a staff member to look in their bag or locker.

The College does **not** need to ask parents for permission before carrying out a search. However, if prohibited or harmful items are found (such as alcohol, drugs, or dangerous substances), parents or carers will be informed, even though there is no legal duty to do so.

### **Searching Without Consent**

The **Headteacher** and **authorised members of the Senior Leadership Team** have the legal power to search a student or their belongings without consent, if they have **reasonable grounds** to believe that the student has a prohibited item.

### **Prohibited items include (but are not limited to):**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Vapes, tobacco, or cigarette papers

- Fireworks
- Pornographic images
- Any item likely to be used to harm someone or cause damage

If a prohibited item is found during a search:

- It will be **confiscated**, and may be **retained, disposed of, or passed to the police**, depending on the nature of the item.
- **Weapons and illegal drugs** will normally be handed to the police.
- **Stolen items** may be returned to the owner or given to the police.
- **Tobacco, alcohol, and fireworks** will not be returned to the student.
- **Inappropriate or offensive images or messages** will be removed and may be reported.
- **Pornographic images** will be deleted unless illegal – in which case they will be passed to the Designated Safeguarding Lead (DSL) and the police.

**Other banned items**, even if not illegal, may also be confiscated if they are harmful or disruptive.

The Sacred Heart is not liable for damage to or loss of items that have been confiscated. Any concerns or complaints about searches should follow the Trust's usual **Complaints Procedure**.

## 17. Use of Reasonable Force

In some situations, staff may need to use **reasonable force** to prevent harm, protect others, or manage disruption.

Examples include:

- Removing a student from class when they refuse to follow instructions.
- Preventing a student from leaving when it is unsafe to do so.
- Breaking up a fight or stopping a physical outburst.
- Protecting students or staff from injury or serious disruption.

Force used will always be the **minimum necessary** and appropriate to the situation. Staff will also make reasonable adjustments for students with **SEND** or disabilities.

Parents and carers will be informed after any **serious incident involving physical intervention**, based on the circumstances, the risk involved, and the outcome.

All incidents are recorded and may be reviewed by school leaders. Complaints will be managed through the Trust's Complaints Policy.

## 18. Behaviour Outside of College (Beyond the College Gate)

At The Sacred Heart, we expect students to uphold our standards of behaviour both in and out of College.

The behaviour policy applies when a student is:

- On a college trip or visit
- Travelling to or from college
- Wearing the College uniform
- Clearly identifiable as a Sacred Heart student
- Bus stop/local shops

It also applies if a student's behaviour **outside of College**:

- Impacts the reputation of the College
- Threatens another student or member of the public
- Could disrupt the calm running of the College

In serious cases, the **Headteacher** may involve the **police** or the local authority's **anti-social behaviour team**, especially where behaviour outside of college is criminal, dangerous, or potentially linked to a safeguarding concern.

## 19. Pastoral Support and Inclusion

At The Sacred Heart, we are committed to supporting the emotional wellbeing and development of all students. The **Thrive Approach** provides a structured, evidence-based framework for identifying and responding to children's emotional and social development needs. Through regular Thrive assessments and targeted action plans, we aim to promote emotional regulation, resilience, and positive behaviour. Trained Thrive practitioners work with identified pupils individually and in small groups, complementing the wider pastoral support offer including the Euphrasie Room, learning mentors, and counselling services. The Thrive Approach aligns with our commitment to inclusion, early intervention, and the development of the whole child. This is also supported by Learning mentors, Euphrasie Room time out and counselling.

## 18. Teaching Behaviour and Culture

At The Sacred Heart, we believe that behaviour is taught, modelled, and reinforced consistently by all members of staff. Our approach to teaching behaviour is rooted in high expectations, positive relationships, and the shared language of our college community. All staff are expected to model respectful, calm, and purposeful behaviour in every interaction, both inside and outside the classroom. We use consistent routines and positive language to create a safe, structured, and orderly environment where every student knows what is expected of them. By embedding behaviour expectations into daily practice—through transitions, greetings, classroom routines, and collective worship—we foster a culture where students thrive academically, socially, and spiritually.

## 19. Pupil Voice and Student Leadership

At The Sacred Heart, we are proud to cultivate a strong culture of student leadership and voice. Our current Year 11 student leadership team includes a Head Girl and two Deputy Head Girls, alongside student leaders who take responsibility for key areas such as Catholic Life, Pupil Voice, charity work, and promoting cultural diversity. Additionally, we have trained Behaviour Ambassadors and Peer Mentors who act as positive role models and provide support to younger students.

Pupil Voice is embedded into college life through regular meetings where students are encouraged to raise ideas, feedback, and concerns. These meetings are taken seriously, with outcomes shared and addressed by the Headteacher and Senior Leadership Team. A dedicated Pupil Voice page on the college website further enhances visibility and communication. By empowering students to take ownership of their college experience, we promote confidence, responsibility, and a strong sense of community belonging.

## **20. Equity and Behaviour**

At the Sacred Heart, we are committed to ensuring that our behaviour policy is applied fairly and consistently to all students. We recognise that some students —particularly those with SEND, EHCPs, or those in receipt of Pupil Premium—may require reasonable adjustments or tailored support to fully meet expectations. Our approach is inclusive and sensitive to individual needs, without lowering standards. We regularly monitor behaviour data to identify trends and ensure no group is disproportionately affected. By doing so, we uphold our values of dignity, compassion, and justice for all.

## **21. Staff Conduct and Professionalism**

Staff at the Sacred Heart are expected to uphold the highest standards of professionalism and serve as role models in both conduct and communication. This includes punctuality, consistency, calmness under pressure, and the use of positive, respectful language. Every adult in the college community plays a vital role in modelling the behaviours we expect from our pupils. Staff are also expected to support the consistent implementation of routines, uphold the Sacred Heart Way, and contribute to the calm, orderly environment that underpins outstanding learning and personal development.

## **23. Parent and Carer Engagement**

At Sacred Heart, we value the vital role parents and carers play in supporting student behaviour and wellbeing. We are committed to a strong, transparent partnership with families, built on mutual respect and shared expectations.

Communication with parents is primarily managed through Arbor, which is used to share key information including behaviour points, detentions, praise, and progress updates. This ensures timely and consistent communication, helping families stay informed and engaged with their child's school experience. Parents are contacted when behaviour concerns arise, particularly where there is a pattern of disruption, or where restorative or pastoral support is needed. Positive achievements are also regularly shared to celebrate success.

We ask all parents to support the college's expectations by reviewing our The Sacred Heart Way for Parents and Carers [The Sacred Heart Way for Parents.docx](#), which outlines the standards of communication and collaboration we expect from all members of the college community. Working together in partnership helps us to maintain a calm, safe, and respectful environment in which every student can thrive.

#### **24. Monitoring and Evaluation**

The behaviour system at The Sacred Heart is regularly reviewed to ensure it remains effective, fair, and consistent across the college. Behaviour data is systematically collected and analysed via Arbor, with patterns and trends reviewed by the Senior Leadership Team (SLT). Particular attention is given to the impact of policy on vulnerable groups, including students with SEND and those in receipt of Pupil Premium. Key findings are reported to governors, and used to inform strategic decision-making, staff training needs, and pastoral planning. This rigorous approach supports our culture of continual improvement.

#### **25. Training and Professional Development**

All staff at the Sacred Heart receive clear and thorough behaviour training as part of their induction, ensuring a consistent understanding of expectations, routines, and responses. Ongoing professional development opportunities are provided throughout the year to support staff in confidently implementing the behaviour policy and modelling the Sacred Heart Way.

Additional training is provided for Teaching Assistants and agency staff to ensure they are equipped with the knowledge and protocols needed to manage behaviour effectively and support the culture of the school. Clear briefings and expectations are communicated before placement begins, ensuring consistency in all interactions with students.