



Policy:	Relational Learning Policy
Review date:	September 2028

## Sacred Heart College, Omagh

### Relational Learning Policy

*(Promoting Positive Behaviour through Relationships)*

## Contents

Ethos and Rationale .....	4
Legislative & Guidance Context .....	5
Consultation and Ongoing Review .....	6
Promoting Positive Behaviour .....	8
Promoting Positive Behaviour through Relational Practice .....	8
What Relational Practice Looks Like.....	8
Recognition and Celebration .....	9
Classroom Strategies to Support Relational Practice .....	10
Responding to Behaviour.....	10
The 3 Cs Approach: Choice – Chance – Consequence .....	11
Use of Consequences: .....	12
Removal from Class .....	13
Considering the Needs of Pupils with SEN .....	13
Classroom Support and Escalation Procedures.....	14
On-the-Spot Support for Staff .....	14
Restorative Practice .....	14
Pastoral Structure and Roles .....	15
Roles and Responsibilities of Pupils .....	15
Partnership with Parents and Carers.....	16
Classroom Assistant (CA).....	16
Role of the Wellbeing Officer .....	17
Form Teacher .....	18
Head of Year.....	18
Head of Key Stage .....	19
Special Educational Needs Coordinator (SENCo) .....	19
Vice Principal.....	20
Principal.....	20
Board of Governors .....	20
Staff Training and Development.....	21
Monitoring & Support Systems.....	22

Ongoing Staff Communication and Sharing of Concerns.....	22
Mentoring and Graduated Behaviour Support .....	23
Pastoral and SEN Team Collaboration .....	24
Behaviour-Focused IEPs and the Boxall Profile .....	25
Risk Reduction Action Plans (RRAPs).....	25
Pupil of Concern Meetings .....	25
Multi-Agency Working & Targeted Support .....	26
Alternative Education Pathways .....	27
Responding to Significant or Serious Incidents.....	27
Internal Suspension.....	28
Reverse Suspension.....	29
Suspensions and Expulsions .....	30
Linking Attendance to Relational Support.....	30
Appendix 1 : Class Plan for Learning Template.....	31
Model Example: Miss English’s English Class.....	33
Appendix 2 : Achievement Points .....	35
Appendix 3 : SIMS Behaviour Points (Negative) .....	36
Appendix 4 : Actions – For SIMS .....	38
Appendix 5 : Uniform and Grooming: Expectations and Response .....	40
Appendix 6 : Restorative Conversation Script .....	42
Appendix 7 – Ready, Respectful, Safe .....	43

## Ethos and Rationale

At Sacred Heart College, our approach to behaviour is rooted in the Gospel values of **Compassion, Faith, Hope, and Joy**. These values shape how we care for our pupils, how we respond to challenge, and how we build a school community where every child can thrive.

- **Compassion** guides us to respond with empathy and understanding, recognising that all behaviour is a form of communication and that pupils need connection, not correction, when they struggle.
- **Faith** inspires belief in the potential of every pupil — that with the right support, encouragement, and guidance, positive change is always possible.
- **Hope** sustains our commitment to restorative practice — even after conflict or difficulty — as we help pupils repair harm and build a better way forward.
- **Joy** is cultivated through positive relationships, meaningful recognition, and a safe, happy learning environment where pupils feel they belong.

Our relational approach places the responsibility on adults to model, teach, and reinforce positive behaviours in a calm, consistent, and respectful manner.

This approach is underpinned by the following core principles:

- **Consistent adult behaviour:** Staff model calm, predictable responses that create emotional safety and trust.
- **Relentless routines:** Clear, predictable structures help pupils feel secure and ready to engage.
- **Recognition over rewards:** We notice and name positive behaviours, effort, and growth.
- **Repair and restore relationships:** When things go wrong, we prioritise repairing harm through restorative conversations.
- **Proactive, not reactive, responses:** We aim to prevent escalation through early intervention, curiosity, and compassion.

Our ethos is grounded in **high expectations, inclusive practice**, and a **trauma-informed understanding** of behaviour. All staff are expected to uphold the dignity of every pupil and act in ways that reflect our core values in both words and actions.

This policy works in close alignment with other core policies, including:

- Safeguarding and Child Protection Policy
- Addressing-Bullying Policy
- Special Educational Needs (SEN) Policy<sup>1</sup>
- Safe Handling and Reasonable Force Policy

# Legislative & Guidance Context

## Legislative & Guidance Context

This policy reflects Sacred Heart College's statutory and professional duties in promoting positive behaviour, safeguarding wellbeing, and providing inclusive, restorative support to all pupils.

### Key Legislation Referenced

- **The Children (Northern Ireland) Order 1995**
- **The Education (Northern Ireland) Orders 1998, 2003, 2007** – Including roles of Boards of Governors and post-primary Area Learning Communities
- **The Education and Libraries (Northern Ireland) Order 2003** – Welfare and protection of pupils
- **The Children's Services Co-operation Act (NI) 2015** – Duty on public bodies to co-operate in improving outcomes for children
- **Special Educational Needs and Disability (SEND) Act (NI) 2016** – Inclusion and reasonable adjustment responsibilities
- **Addressing Bullying in Schools Act (NI) 2016** – Legal obligation to prevent and respond to bullying
- **The Human Rights Act 1998**
- **Health and Safety at Work (NI) Order 1978**

### Department of Education (NI) Circulars

- **2003/13** – Welfare and Protection of Pupils
- **2014/14** – Pupil Participation
- **2017/04 (updated 2020)** – Safeguarding and Child Protection in Schools
- **2021/04** – Suspensions and Expulsions
- **2021/13** – Interim Guidance on the Use of Restraint and Seclusion

### Key DE Guidance and Frameworks

- **Promoting Positive Behaviour (DE, 2001)**
- **Safeguarding and Child Protection: A Guide for Schools (2020 update)** – Section 1
- **Children & Young People's Emotional Health and Wellbeing in Education Framework (DE/DoH, Feb 2021)** – Whole-school mental health promotion

### ETI References

- **Inspection and Self-Evaluation Framework (ISEF)**
- **ETI Safeguarding Proforma Guidance**

This policy is to be read in conjunction with Sacred Heart College's:

- Safeguarding and Child Protection Policy
- Addressing Bullying Policy
- SEN Policy
- Safe Handling and Reasonable Force Policy
- E-Safety and Acceptable Use Policy
- Managing Attendance Policy

The policy is underpinned by a trauma-informed, inclusive, and relational approach, aligned with the legal and professional expectations of schools in Northern Ireland.

## Consultation and Ongoing Review

This Relational Learning Policy has been developed through a wide-ranging and inclusive consultation process throughout the 2024–25 academic year. Stakeholders across the school community were invited to contribute their perspectives, ensuring that the final policy reflects both statutory guidance and the lived experience of pupils, staff, and families.

### Consultation Activities Included:

- **Parents and Carers**
  - Online questionnaire distributed via school communication platforms
  - Feedback opportunities on policy values and expectations
- **Staff**
  - Open consultation workshops
  - Online survey to gather views on classroom strategies and whole-school procedures
  - Pastoral Team discussions and working group contributions
  - Whole-staff consultation on the draft policy
- **Pupils**
  - Workshops on core values and ‘Ready, Respectful, Safe’ expectations
  - Discussions with form classes and feedback via Student Leadership Teams
- **External and Governance Consultation**
  - Professional dialogue and review with the Post-Primary Behaviour Support Service (PPBSS)
  - Ongoing engagement with the Board of Governors through policy review updates and working drafts

This policy has been adapted in response to stakeholder feedback, with clear changes made to strengthen clarity, consistency, and alignment with lived practice.

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### Policy Review and Evaluation

The Relational Learning Policy is a **living document**. It is subject to regular monitoring, ongoing dialogue, and annual review.

- The policy will be **formally reviewed each year** in collaboration with the pastoral team and Board of Governors.
- **Behaviour data, safeguarding records, and pupil/staff/parent feedback** will be used to evaluate effectiveness.
- **Pupil of Concern meetings, Staff Pastoral Meetings, and Safeguarding Team reviews** will identify patterns, inform training, and recommend amendments to support evolving needs.
- In response to significant incidents, emerging guidance, or stakeholder concerns, the policy may be updated mid-year.

Staff, pupils, and families are encouraged to view this policy as part of an ongoing conversation — one that reflects our shared commitment to safety, dignity, and relational learning.

# Promoting Positive Behaviour

## Promoting Positive Behaviour through Relational Practice

At Sacred Heart College, we promote positive behaviour by building strong relationships, maintaining consistent expectations, and recognising the strengths and efforts of every pupil. Our approach is relational, rooted in our shared values of **Compassion, Faith, Hope, and Joy**, and expressed through how we treat each other every day — with dignity, empathy, and high expectations.

Our aim is not simply to manage behaviour, but to support pupils in developing the emotional, social, and cognitive skills they need to thrive — in and beyond the classroom. We believe that pupils do well when they can, and that success is most likely when the environment is predictable, supportive, and emotionally safe.

We promote positive behaviour by:

- **Modelling high expectations** – Staff consistently demonstrate the calm, respectful, and emotionally regulated behaviour we expect from pupils.
- **Establishing clear routines** – Predictable structures help pupils feel secure and ready to engage.
- **Teaching relational and emotional skills** – Pupils are taught to self-regulate, communicate respectfully, and show empathy and resilience.
- **Creating a climate of encouragement** – Pupils are regularly acknowledged for effort, kindness, cooperation, and contribution to the school community.
- **Focusing on relationships** – Positive peer and adult relationships form the foundation of learning, wellbeing, and personal growth.

While every teacher brings their own tone, strengths, and classroom style, pupils experience consistency in **values, language, and expectations** across the school.

### What Relational Practice Looks Like

Relational practice is not a script — it's a way of being. It's present in every interaction, routine, and conversation. Across the school, pupils experience:

- Respectful, calm adult behaviour — regardless of the situation
- Clear and fair expectations, explained with compassion and clarity
- Genuine acknowledgement of effort, progress, and contribution
- Boundaries maintained with kindness — never shame or sarcasm
- Opportunities to repair and restore relationships when things go wrong
- Staff who listen carefully and try to understand what's going on beneath the behaviour

In practice, this might sound like:

- “I can see you’re finding this hard — let’s take a breath and work it out.”
- “Thank you for showing patience — that’s leadership.”
- “What happened? What was going on for you in that moment?”
- “Let’s find a way to make this right together.”

And it looks like:

- Warm greetings at the door or in corridors
- Calm, quiet check-ins after emotional moments
- Restorative conversations after conflict
- Consistent, respectful follow-through — not systems, but relationships

All staff share a commitment to making pupils feel safe, valued, and responsible. Relational practice is visible in how we speak, how we respond, and how we reconnect.

## Recognition and Celebration

At Sacred Heart College, we believe in consistently recognising and celebrating the efforts, contributions, and growth of our pupils. Recognition is not about rewards — it is about connection, encouragement, and reinforcing the values we uphold.

We focus on recognising:

- Effort and perseverance
- Kindness and respect
- Self-regulation and reflection
- Academic improvement
- Contribution to the school community
- Repairing relationships and making amends

Recognition helps pupils feel valued, seen, and motivated. It builds trust and encourages them to continue engaging positively with their learning and relationships.

### **Ways We Recognise Effort:**

- Verbal praise (specific, genuine, timely)
- Non-verbal acknowledgement (smile, thumbs up, positive note)
- Achievement Points on SIMS – shared with pastoral team and parents
- Postcards or calls home to share good news
- Mentions in class and year group assemblies
- Posts on Social Media

- Rewards & Incentives Assemblies
- Opportunities for responsibility and leadership
- Whole-class rewards for collective effort and consistency
- Recognise representation of school at external events e.g. competitions
- End of Year Award Ceremonies
- “Skip the Queue” canteen pass
- Lunchtime pass (Key Stage 4)
- Annual Prizegiving (attendance of Key Stage 3 year group to celebrate and inspire)

Our approach is rooted in the belief that "**Catch them getting it right**" is more powerful than catching them out.

## Classroom Strategies to Support Relational Practice

At Sacred Heart College, we recognise that every teacher brings their own approach to teaching and classroom management. We do not enforce a single system — but we do expect all classrooms to reflect our shared relational values: calm, connection, consistency, fairness, and respect.

Relational practice is most effective when it’s embedded into the routines, tone, and climate of the classroom. The strategies below offer a flexible framework that teachers can adapt to suit their subject, style, and group.

### Key Relational Principles in the Classroom

- **Start with connection:** A calm greeting at the door, a check-in with a pupil, or a moment of shared humour can set the tone for learning.
- **Narrate the positive:** Name the behaviours you want to see more of — “Thanks for being ready to learn,” “I really appreciate how you’re focusing today.”
- **Correct with care:** Corrections are private, respectful, and framed as opportunities to reflect, not to shame.
- **Create safety through consistency:** Predictable routines and relational boundaries help all pupils feel secure and valued.
- **Follow up restoratively:** When harm occurs, we prioritise repair over punishment. A calm conversation later is often more effective than a reaction in the moment.

## Responding to Behaviour

At Sacred Heart College, we respond to behaviour through a relational and restorative lens. We recognise that all behaviour is a form of communication and that pupils are most likely to succeed when adults remain calm, consistent, and compassionate.

Our response to behaviour aims to maintain safety, uphold dignity, and provide opportunities for learning, repair, and reflection. [Appendix 4](#) includes a list of potential Actions.

#### **Key Principles in Responding to Behaviour:**

- Behaviour is addressed **relationally** and **proactively**, not punitively.
- Responses are **proportionate**, **respectful**, and aim to de-escalate.
- Restoration and reparation are prioritised over exclusion and blame.
- Every behaviour incident is an opportunity to teach, support, and reconnect.

#### **Staff use the following graduated approach:**

1. **Non-verbal cues** (eye contact, proximity, gentle hand signal)
2. **Quiet reminders** of expectations or agreements
3. **Restorative check-in** or brief conversation where needed
4. **Use of the ‘Choice – Chance – Consequence’ script** to give the pupil clarity and time to make a positive choice
5. **Time-in:** Offering a calm space in the classroom for regulation
6. **Restorative conversation** when emotions are settled (see [Appendix 5](#))
7. **Referral for further support** if patterns emerge (e.g., wellbeing officer, SEN team, Pupil of Concern Meeting)

## **The 3 Cs Approach: Choice – Chance – Consequence**

The 3 Cs model offers a relational, non-confrontational script for managing behaviour in real time. It gives pupils clarity, agency, and dignity — and helps staff stay regulated and consistent.

1. **Choice**  
Calmly describe the behaviour that’s needed.  
*“You have a choice — you can follow the instruction and stay in the group, or you can continue, and we’ll need to speak afterwards.”*
2. **Chance**  
Give the pupil space and time to make the right choice.  
*“I’ll give you a moment to think it through. Let me know if you need help getting back on track.”*
3. **Consequence**  
If needed, follow through calmly and respectfully.  
*“You’ve chosen not to follow the instruction. We’ll take some time later to talk and sort this out.”*

Consequences are not punishments. They are opportunities to reflect, repair, and re-engage — not to exclude or embarrass.

## Other Classroom Strategies Used Across the School

- Non-verbal cues (proximity, hand signals, visual prompts)
- Clear learning objectives and task breakdowns
- Regulation tools (calm cards, movement breaks)
- Class roles and responsibilities
- Calm spaces or 'time-in' areas
- Visual prompts for routines and expectations
- Restorative check-ins after conflict or disruption

Each teacher has autonomy over how they manage their room — but all classrooms at Sacred Heart College are places where dignity, fairness, and restoration are prioritised.

## Use of Consequences:

Consequences are used only when necessary and should be:

- **Related** to the behaviour
- **Respectful** of the pupil's dignity
- **Reasonable** and fair
- **Restorative** in nature (e.g., repairing harm, writing an apology, rebuilding trust)

Suspensions and exclusions are a **last resort**, and will be supported by a restorative re-integration plan, if appropriate.

### Range of Consequences (Used Relationally)

All consequences at Sacred Heart College are applied with the intention to **support learning, maintain safety, and repair relationships**. They are not used to shame or punish, but to provide structure, reflection, and accountability.

Staff are encouraged to apply consequences **relationally, proportionately, and consistently**, taking into account pupil need and context.

### Possible Consequences May Include:

- A quiet verbal reminder
- A non-verbal cue (pause, eye contact, gesture)
- A gentle re-direction or prompt
- A private discussion or restorative reminder
- Moving seats or adjusting group work
- A short, supportive time-in (within the classroom)

- Completion of classwork at home
- Catch-up time to complete missed learning
- A restorative conversation to repair harm
- Apology (verbal or written), if appropriate
- Reparation action (e.g., tidying, helping)
- Loss of privilege (e.g., temporary withdrawal from social time)
- Contact with home to share concerns
- Breaktime detention (restorative work)
- Lunchtime detention (restorative work)
- After school detention (restorative work)
- Involvement of the Wellbeing Officer or Pastoral Lead
- Withdrawal from representing the school at events, trips, or activities
- Individualised support plan or mentoring report
- Escalation to Pupil of Concern Meeting for review

## Removal from Class

In cases where behaviour is significantly disrupting learning or causing distress to others, a pupil may be **temporarily removed from the classroom**. This is not a punishment, but a planned intervention to:

- Reduce the impact on others
- Allow the pupil space to regulate
- Protect the integrity of the learning environment
- Prepare for a calm and restorative re-entry

This may involve:

- Supervised relocation to another room
- Support from a senior member of staff
- Restorative follow-up before returning to class

## Considering the Needs of Pupils with SEN

When a pupil has identified or suspected Special Educational Needs, especially relating to behaviour, emotional regulation, or communication, staff will:

- Take account of the pupil's needs and support plan (e.g., IEP, RRAP)

- Involve the SENCo and/or Pastoral Team before applying higher-level consequences
- Ensure that reasonable adjustments are made where necessary
- Consider whether the behaviour was a result of underlying unmet need or dysregulation
- Explore the least restrictive, most relational consequence that still protects safety and learning
- Use the incident as a prompt for reviewing the pupil's support plan, not just applying sanctions

This does not mean excusing behaviour — it means responding to it in a way that is fair, supportive, and informed.

## Classroom Support and Escalation Procedures

While the emphasis at Sacred Heart College is on **preventative and relational strategies**, we acknowledge that in some situations, additional support may be required.

### On-the-Spot Support for Staff

Class teachers have access to an **emergency alert button** to summon **immediate assistance** from **SLT or designated staff** in cases of significant dysregulation, safety concerns, or serious incidents.

Key Principles:

- **Prevention and de-escalation first**—alert systems are for when those strategies are no longer effective.
- If the emergency alert button is used, a restorative conversation is encouraged post-incident.

## Restorative Practice

Restorative practice is a core part of our relational approach at Sacred Heart College. It provides a framework for building, maintaining, and repairing relationships, while fostering personal responsibility, empathy, and accountability.

Restorative practice is not just a strategy to respond to incidents — it is a way of being that permeates the culture of the school. It prioritises connection over control and healing over punishment.

We use restorative practice to:

- Prevent conflict through strong relationships and consistent connection.
- Respond to incidents in a way that repairs harm and rebuilds trust.
- Empower pupils to take responsibility for their actions and their impact on others.
- Promote emotional literacy, empathy, and respectful dialogue.

**Key Restorative Approaches in our School:**

- **Restorative Conversations:** Informal, day-to-day discussions between staff and pupils to address low-level disruption or relational breakdown. These focus on reflection, accountability, and repair.
- **Restorative Conferences:** Structured meetings involving all those affected by a more serious incident. Pupils are supported to explore what happened, who has been affected, and what needs to be done to make things right.
- **Circle Time and Check-Ins:** Used proactively in classrooms or group settings to build relationships, promote pupil voice, and reflect on shared values.

Reference NI guidance: *Pastoral Care in Schools: Promoting Positive Behaviour* (DE, 2001), **ISEF, Every School a Good School.**

## Pastoral Structure and Roles

At Sacred Heart College, pastoral care is a whole-school responsibility. Our relational ethos depends on all adults working together to support pupils' wellbeing, learning, and behaviour. Each tier of the pastoral system plays a vital role in building connection, maintaining consistency, and supporting pupils through early intervention and structured support.

This graduated approach ensures that concerns are addressed at the right level, by the right person, with an emphasis on dignity, reflection, and positive change.

## Roles and Responsibilities of Pupils

At Sacred Heart College, pupils are not only learners — they are community members who help shape the tone, culture, and values of the school. We believe that with the right support, pupils can grow in responsibility, empathy, and leadership.

We actively teach, model, and expect pupils to take ownership of their behaviour, their relationships, and their contribution to school life.

### **Pupils are expected to:**

- Treat others with kindness, respect, and fairness
- Follow adult instructions calmly and respectfully
- Show responsibility for their learning, organisation, and attendance
- Support the rights of others to feel safe, valued, and able to learn
- Express themselves without harming others
- Participate in restorative conversations when harm has been caused
- Accept support when offered, and engage with plans designed to help them succeed

- Contribute positively to class plans, school values, and the wider school community

**Pupils are supported to:**

- Understand how behaviour impacts others
- Learn strategies to regulate their emotions and actions
- Reflect on incidents in a safe, non-shaming way
- Rebuild relationships through restorative processes
- Make amends and repair trust where needed
- Be recognised for their progress, effort, and relational strengths

All pupils have the right to be listened to, supported, and included. With that right comes the responsibility to act in ways that uphold the dignity and safety of others.

We believe that pupils are capable of growth, change, and leadership — and we give them every opportunity to demonstrate this in their daily school life.

## Partnership with Parents and Carers

At Sacred Heart College, we recognise that a strong partnership between home and school is essential to supporting positive behaviour and pupil wellbeing. Parents and carers are the most consistent adults in a child's life, and their insight, support, and collaboration are vital.

We ask all parents and carers to:

- Support the school's Relational Learning Policy and behaviour expectations.
- Reinforce positive messages about respect, responsibility, and emotional regulation.
- Communicate with staff about any internal or external factors that may affect their child's behaviour, attendance, engagement, or wellbeing.
- Recognise achievements with pupils e.g. Achievement Points

This may include:

- Family changes, illness, bereavement, or conflict.
- Concerns about friendships, bullying, or peer pressure.
- Worries about mental health, anxiety, or emotional distress.
- Anything a pupil has shared at home that might be helpful for staff to understand.

## Classroom Assistant (CA)

Classroom Assistants are an essential part of the relational environment. They support individual pupils or groups, build strong relationships, and act as trusted adults who reinforce consistent, restorative practice.

Responsibilities:

- Provide in-class support that encourages pupil regulation, focus, and engagement

- Use relational strategies to de-escalate emotional or behavioural challenges
- Assist in the implementation of behaviour plans, RRAPs, and regulation strategies
- Contribute to observations that inform pastoral or SEN review meetings
- Support transitions, time-ins, and re-entry after incidents or dysregulation
- Act as a consistent, calm adult presence for pupils who need relational reassurance
- Participate in training around trauma-informed and restorative practice
- Complete agreed Home School Communication template, if this is an agreed strategy by professionals

Classroom Assistants are often among the adults who know pupils best, and their observations, relational support, and consistency are vital in sustaining progress over time.

## Role of the Wellbeing Officer

At Sacred Heart College, the Wellbeing Officer plays a central role in supporting pupils' emotional, social, and behavioural development. Working across the whole school, the Wellbeing Officer offers early intervention, targeted support, and guidance to both pupils and staff.

Their work is grounded in our relational ethos, promoting emotional literacy, resilience, and regulation through connection, not control.

Key Responsibilities:

### 1. One-to-One Pupil Support

- Support pupils struggling with anxiety, regulation, relationships, or attendance
- Deliver individual sessions focused on emotional regulation, self-awareness, and confidence
- Support pupils in reflecting on behaviour or incidents and rebuilding relationships
- Liaise with Heads of Year and Form Teachers regarding progress

### 2. Group Interventions

- Run targeted programmes such as emotional regulation groups, confidence building, or friendship support
- Use structured but flexible materials tailored to the needs of each group
- Monitor pupil engagement and progress over time
- Provide feedback to relevant staff and support reintegration where needed

### 3. Support for Staff

- Work alongside staff in class where necessary to support dysregulated pupils
- Provide debrief or reflection space for staff after challenging incidents
- Offer advice on relational strategies, regulation tools, or RRAP implementation
- Contribute to staff training and coaching on emotional needs and relational responses

#### 4. Partnership with Parents

- Communicate with parents to support consistent strategies at home and school
- Attend review meetings, Pupil of Concern discussions, and feedback sessions
- Signpost families to external wellbeing or family support services where appropriate

#### 5. Referral and Oversight

- Contribute to and act on referrals made via Pupil of Concern Meetings
- Work closely with the SENCo, Vice Principal, and external agencies
- Maintain records of support, plans, and progress
- Ensure interventions are reviewed and outcomes are shared with the wider team

## Form Teacher

Form Teachers are the first point of daily contact for pupils and a key relational figure. They provide emotional check-ins, support readiness for learning, and reinforce school expectations in a proactive and pastoral way.

### **Responsibilities:**

- Greet and check in with pupils each morning
- Create a consistent, supportive environment for their form class, ensuring pupils are aware of expectations
- Monitor attendance, organisation, uniform, and general wellbeing
- Notice changes in behaviour, mood, or engagement
- Record behaviours and achievements on SIMS
- Initiate early-stage mentoring or low-level intervention
- Communicate regularly with parents/carers
- Run Behaviour Management reports on a regular basis, implement early intervention and notify Head of Year with any concerns
- Record Pastoral concerns via CPOMS and alert Head of Year, as necessary

## Head of Year

Heads of Year oversee the pastoral development of their year group and coordinate interventions for pupils who need targeted support. They lead the response to ongoing behaviour or wellbeing concerns.

### **Responsibilities:**

- Analyse behaviour, attendance, and academic data for patterns or concerns
- Support Form Teachers to resolve ongoing issues
- Set the agenda for Pupil of Concern Meetings
- Liaise with SENCo, Wellbeing Officer, and external agencies
- Set up mentoring, groupwork, or support plans
- Communicate with parents/carers and hold review meetings

## Head of Key Stage

Heads of Key Stage provide strategic oversight of pastoral care across multiple year groups and lead the response to more serious or persistent concerns.

### Responsibilities:

- Oversee relational consistency and escalation procedures
- Manage complex behaviour cases and liaise with SLT
- Lead on restorative approaches following suspensions or exclusions
- Attend multi-agency meetings and coordinate referrals
- Support Heads of Year and Form Teachers with planning and review
- Advise on Risk Reduction Action Plans (RRAPs) and IEPs

## Special Educational Needs Coordinator (SENCo)

The SENCo plays a vital role in identifying and supporting pupils whose learning or behaviour may be influenced by additional needs, including neurodiversity, trauma, and social, emotional or mental health (SEMH) needs.

### Responsibilities:

- Coordinate referrals for SEN assessment and support
- Oversee the development and review of **IEPs** and **behaviour-focused plans**
- Work alongside the pastoral team to ensure behaviour concerns are not viewed in isolation from learning needs
- Contribute to **Pupil of Concern Meetings**, Boxall Profile analysis, and support planning
- Support RRAP development for pupils with SEND-related behavioural risk
- Liaise with external professionals (e.g., EPS, Autism Advisory & Intervention Service, EA SEN services)
- Provide training and guidance to staff on supporting neurodiverse and SEND learners
- Ensure relational approaches are accessible and equitable for all pupils, including those with SEN

## Vice Principal

The Vice Principal has a lead role in implementing the school's behaviour and wellbeing strategy, ensuring consistency with the school's ethos and Department of Education guidance.

### **Responsibilities:**

- Lead policy development and strategic planning
- Monitor safeguarding, exclusions, and relational interventions
- Support staff in managing complex or high-risk cases
- Coordinate staff training in restorative and trauma-informed practice
- Line manage the pastoral team
- Report regularly to the Principal and Board of Governors

## Principal

The Principal ensures that the relational approach is embedded at whole-school level and that all behaviour and safeguarding procedures meet legal and professional standards.

### **Responsibilities:**

- Uphold the school's relational and restorative ethos
- Approve suspensions and refer expulsions to the Board of Governors
- Support the Vice Principal in oversight of strategic pastoral systems
- Attend meetings with parents/carers regarding serious concerns
- Represent the school in external meetings or inspections

## Board of Governors

The Board of Governors ensures that the school's behaviour, safeguarding, and inclusion practices are aligned with statutory guidance and reflect the values of the school community.

### **Responsibilities:**

- Approve the Relational Learning Policy and Safeguarding Policy
- Review behaviour and safeguarding data regularly
- Support the Principal and SLT in implementing a restorative ethos
- Ensure policies uphold pupil rights, safety, and inclusion
- Engage with training or development linked to behaviour and safeguarding governance

# Staff Training and Development

At Sacred Heart College, we are committed to ensuring that all staff are equipped with the knowledge, confidence, and relational tools they need to support positive behaviour, wellbeing, and inclusion.

Ongoing training is essential for embedding our ethos and responding to the evolving needs of pupils.

## **All Staff Receive Training In:**

- The Relational Learning Policy and key behaviour procedures
- Trauma-informed approaches to behaviour and emotional regulation
- Restorative practice (language, conversations, and conferences)
- The 3 Cs (Choice – Chance – Consequence) framework
- Use of SIMS and CPOMS for recording and tracking behaviour
- Safeguarding and early intervention pathways

## **Additional CPD Opportunities Include:**

- Supporting neurodiverse learners and pupils with SEN
- Regulation strategies and de-escalation techniques
- Mentoring and one-to-one relational support
- RRAP, Boxall and IEP planning
- Reflective practice and staff wellbeing

## **New Staff Induction**

All new staff, including substitute and support staff, receive:

- A copy of the Relational Learning Policy
- A walkthrough of behaviour expectations and restorative strategies
- Guidance on classroom planning and SIMS/CPOMS logging

## **Early Career Teachers**

Early Career Teachers are supported by the Teacher Tutor, SLT, Head of Department, Department colleagues, and Pastoral Teams. Teachers are encouraged to observe colleagues and to engage in professional dialogue regarding relational practice and the importance of establishing and embedding effective classroom routines. Induction teachers are encouraged to focus on classroom routines and management.

## **Ongoing Support**

- Staff can request coaching, shadowing, or follow-up support after incidents
- Debriefs are available following challenging events

- The pastoral team and SLT are available for check-ins, reflection, and shared problem-solving

We believe that consistent, confident adults build consistent, safe environments. Investing in staff learning is investing in pupil wellbeing.

## Monitoring & Support Systems

At Sacred Heart College, we operate a robust system for monitoring behaviour and wellbeing, ensuring that support is timely, coordinated, and meaningful.

We believe that behaviour is a form of communication and that effective support requires a joined-up, relational approach. We use a combination of pastoral observation, data tracking, and regular team communication to identify pupils in need of additional support.

## Ongoing Staff Communication and Sharing of Concerns

At Sacred Heart College, early identification and intervention are vital to supporting pupils effectively. We actively encourage all staff to share concerns about pupils' wellbeing, behaviour, or learning as soon as they arise, rather than waiting for formal meetings.

### How Staff Can Share Concerns:

- **Log on SIMS/CPOMS:**
  - Concerns (behavioural, pastoral, wellbeing) are recorded on **SIMS/CPOMS/Note of Concern**, to ensure a centralised record that informs decision-making.
- **Verbal or written communication:**
  - Staff are encouraged to share day-to-day observations with relevant colleagues (e.g., form tutors, Year Heads, SENCo, pastoral staff) via emails, quick check-ins, or notes.
- **Drop-in to Pastoral or SEN staff:**
  - Staff can informally consult with pastoral leads or SEN staff to discuss minor concerns or seek advice on next steps.

### Why Ongoing Sharing Matters:

- Helps identify patterns early (before concerns escalate).
- Ensures joined-up support for the pupil across subjects and settings.
- Allows for small adjustments (e.g., seating plans, relational check-ins) before formal interventions are needed.
- Fosters a whole-school, relational culture where supporting pupils is a shared responsibility.

*"It's everybody's job to notice and share."*

### **Link to Pupil of Concern Meetings:**

- Ongoing concerns flagged by staff feed directly into Pupil of Concern Meetings, ensuring that every pupil's needs are seen, heard, and addressed.
- Even minor concerns can be noted and tracked, preventing small issues from becoming bigger ones.

## **Mentoring and Graduated Behaviour Support**

At Sacred Heart College, we believe in early, relational intervention. Mentoring is one of the key tools we use to support pupils who need help regulating their behaviour, improving engagement, or reflecting on specific challenges.

Mentoring is never used to shame or punish — it is a supportive strategy that gives pupils structure, connection, and consistent adult attention to help them succeed.

### **Graduated Mentoring Approach**

Mentoring is delivered in a tiered structure, depending on the level of concern:

#### **1. Form Teacher Mentoring**

Used for early-stage concerns such as low-level disruption, disengagement, or emotional dysregulation.

- Daily or weekly check-ins
- Target-setting and reflection
- Praise and positive reinforcement
- Communication home where needed

#### **2. Head of Year Mentoring**

Used where concerns are more persistent or across multiple subjects.

- Formal targets agreed with pupil and parents
- Monitoring report (if needed)
- Increased accountability and relational support
- Weekly review and update

#### **3. Head of Key Stage Mentoring**

Used where concerns are serious, escalating, or not improving over time.

- More intensive mentoring plan agreed
- Regular communication with parents
- Full behaviour review may take place
- Referral to Pupil of Concern Meeting or external support may follow

## Parental Involvement

Parents are key partners in the mentoring process. They are:

- Informed of mentoring arrangements from the outset
- Invited to contribute to targets and understand the support offered
- Provided with regular updates and opportunities to meet with staff
- Encouraged to reinforce school expectations at home in a supportive way

## Review and Integration

Mentoring is always time-limited, reviewed regularly, and either stepped down or escalated depending on progress. Success is celebrated and pupils are supported to return to full independence once ready.

Where appropriate, mentoring may link to other support tools, including:

- Individualised behaviour targets
- RRAPs (Risk Reduction Action Plans)
- Group interventions or wellbeing referral
- Multi-agency support

Mentoring reflects our core belief that relationships are the foundation of change, and that every pupil benefits from consistent adult support, clear expectations, and regular feedback.

## Pastoral and SEN Team Collaboration

*(Working together to reduce barriers to learning and support relational development)*

At Sacred Heart College, we recognise that positive behaviour, wellbeing, and learning are intrinsically linked. Many pupils who present with behavioural concerns may be experiencing underlying emotional, social, or learning needs. Therefore, the Pastoral Care and Special Educational Needs (SEN) teams work in close partnership to provide coordinated, wraparound support.

### Shared Goals:

- Promote inclusion, equity, and emotional wellbeing for all pupils.
- Understand and address the root causes of behaviour, not just the surface presentation.
- Develop bespoke strategies that are both relational and responsive.
- Ensure pupils' voices are heard and plans are co-designed with them and their families.

### Ways We Work Together:

- **Joint referrals** and shared review meetings for pupils of concern.
- **Co-developed support plans**, such as:

- **IEPs** (Individual Education Plans)
- **RRAPs** (Risk Reduction Action Plans)
- **Wellbeing/CALM Plans**
- **Safety Plans**
- **Early identification** and **intervention mapping** using both behavioural data and SEN assessments.
- **Joint debriefs** after significant incidents to reflect on support strategies and relational responses.

## Behaviour-Focused IEPs and the Boxall Profile

When behaviour presents a **barrier to learning**, a **behaviour-focused IEP** (Individual Education Plan) may be developed. To inform this:

- A Boxall Profile assessment is completed by staff who know the pupil well.
- The Boxall helps identify underlying social, emotional, or behavioural needs, guiding the support strategies and targets within the IEP.

## Risk Reduction Action Plans (RRAPs)

For pupils who present with behavioural challenges that may place themselves or others at risk, we develop a Risk Reduction Action Plan (RRAP). These plans:

- Are co-created with input from staff, parents, external agencies, and the pupil where appropriate.
- Focus on de-escalation strategies and restorative practices.
- Are reviewed regularly to ensure they remain effective and relevant.

## Pupil of Concern Meetings

Each year group has a **monthly Pupil of Concern Meeting**, bringing together key staff to discuss emerging or ongoing issues.

### Sources of Information :

- **SIMS data**: behaviour patterns, pastoral notes.
- **Attendance records**.
- **Teacher observations**.
- **Parental concerns**.
- **External agency input**.
- **Underachievement data**.

- **IEPs** (Individual Education Plans).
  - **Boxall Profile results** (for social-emotional development).
  - **SEN Record of Concern** (via CPOMS).
- 

### **Action Planning from Pupil of Concern Meetings**

Following discussion, a **multi-disciplinary plan** is agreed upon. This could include:

- Referral to external agencies (e.g., EA Psychology, CAMHS, EWO).
  - Creation or review of an IEP.
  - Shared consistent strategies across staff (e.g., relational scripts, regulation plans).
  - Development or review of a Risk Reduction Action Plan (RRAP).
  - Parental engagement (e.g., meetings, shared strategies).
  - Referral to the Wellbeing Officer for targeted support.
  - Placement in group work interventions (e.g., emotional regulation, resilience groups).
- 

### **Monitoring and Review**

- **Follow-up discussions** occur at subsequent **Pupil of Concern Meetings** or sooner if needed.
- 

## **Multi-Agency Working & Targeted Support**

At Sacred Heart College, we recognise that supporting pupils' behaviour and wellbeing often requires a collaborative approach, drawing on expertise both within and beyond the school.

### External Agency Collaboration

We work closely with a range of external agencies to ensure pupils receive the right support at the right time. These include (but are not limited to):

- Educational Psychology Service (EPS)
- Educational Welfare Service (EWS)
- Post-Primary Behaviour Support Team
- Autism Advisory and Intervention Service (AAIS)
- CAMHS and other health services
- Family support and social services

Referrals to external agencies are discussed at Pupil of Concern Meetings, ensuring that interventions are timely, coordinated, and focused on the pupil's needs.

## Alternative Education Pathways

In cases where a pupil's needs require more intensive or alternative provision, we will:

- Consider referrals to Exceptional Teaching Arrangements (ETA) or Education Other Than At School (EOTAS), following Department of Education and EA guidance.
- Ensure that referrals are discussed at Pupil of Concern Meetings and involve parents/carers and relevant agencies.

## Responding to Significant or Serious Incidents

While most behaviour at Sacred Heart College is addressed through relational and restorative approaches, there are circumstances where behaviour poses a serious risk to safety, wellbeing, or the integrity of the school community.

In such cases, a swift and proportionate response is required, which may include the immediate collection of a pupil by a parent or carer.

Examples of Serious Incidents May Include:

- Possession, use, or suspected use of alcohol, vapes, drugs, or paraphernalia
- Physical assault or aggression towards pupils or staff
- Verbal abuse, threats, or intimidation
- Possession of banned or dangerous items
- Repeated refusal to follow safety-related instructions
- Any behaviour that poses a significant safeguarding or health risk
- Behaviour that brings the school into disrepute (including online)

Initial Response:

- The pupil will be removed from class or social areas and supervised in a calm, safe space.
- A senior member of staff will assess the situation and, where appropriate, contact parents/carers to collect the pupil immediately.
- Incidents will be logged in detail on CPOMS/SIMS, including witness statements and staff accounts.
- In cases involving substances or items, these will be secured safely and, where required, reported to external agencies.

Follow-Up Actions:

- A restorative conversation or conference will be arranged, involving the pupil, staff, and parents/carers where appropriate.
- A Risk Reduction Action Plan (RRAP) may be initiated or reviewed.

- The incident will be discussed at the next Pupil of Concern Meeting and a support plan agreed.
- External agency referrals may be considered, including CAMHS, EWS, PSNI, or EA Behaviour Support.
- If suspension is applied, it will follow CCMS and DE guidance, and a Return to School restorative meeting will be held.

Serious incidents do not prevent relational work — they highlight the need for it. While consequences are applied, the focus remains on accountability, safety, repair, and reintegration.

## Internal Suspension

At Sacred Heart College, internal suspension may be used as a short-term intervention when a pupil's behaviour has significantly disrupted learning, affected the safety or wellbeing of others, or when a serious incident requires temporary removal from their usual class environment.

Internal suspension is a relational and structured response, not a punitive one. It provides space for the pupil to reflect, regulate, and engage in restorative support before reintegration into the classroom.

Internal Suspension May Be Considered When:

- A serious incident has occurred but external suspension is not deemed proportionate
- Repeated disruption has significantly impacted teaching and learning
- The pupil requires a structured reset period with targeted pastoral or mentoring support
- The behaviour warrants time away from peers to plan for safe, supported reintegration

Key Principles:

- Pupils remain in school under supervision in a designated space
- The experience is quiet, purposeful, and respectful — never isolating or shaming
- The time is used for:
  - Regulated completion of schoolwork
  - Reflective tasks or wellbeing activities
  - Restorative conversation(s) with key staff
  - Review of support plans (RRAP/IEP) if needed

Follow-Up:

- A reintegration meeting is held with the pupil (and parent/carer if appropriate)
- Staff are informed of any agreed adjustments or supports
- The pupil returns to class with a clear plan for moving forward positively

Internal suspension is not used as a default consequence, but as a planned, proportionate response aligned with our commitment to inclusion, dignity, and restoration.

## Reverse Suspension

At Sacred Heart College, our commitment to restorative practice and inclusive education includes offering Reverse Suspension as an alternative to traditional punitive measures. This approach aims to support pupils in understanding the impact of their behaviour, repairing relationships, and reintegrating positively into the school community.

### Definition:

Reverse Suspension involves pupils attending school on a staff development day or closure day, when their peers are not present. This time is used constructively to reflect, re-engage, and rebuild trust.

### Purpose:

- To provide a meaningful consequence that prioritises reflection and accountability over exclusion.
- To avoid loss of learning and maintain connection with school staff.
- To allow time for a restorative process, reparation of harm, and planning for successful reintegration.
- To offer a quieter environment where support can be provided one-to-one or in small groups.

### Structure:

Depending on the incident and pupil needs, a Reverse Suspension may last half a day or a full day and typically includes:

- A restorative conversation or conference with relevant staff.
- Completion of a reflection task or learning activity related to the incident.
- Development or review of an Individual Education Plan (IEP) or Risk Reduction Action Plan (RRAP), if applicable.
- Mentoring support, wellbeing check-in, or targeted intervention.

### Parental Involvement:

Parents/carers will be notified in advance and invited to participate in part of the day where appropriate, particularly during restorative discussions or planning meetings.

### Recording and Review:

Reverse Suspensions will be recorded on SIMS/CPOMS as a behavioural intervention, not as a formal suspension. The impact of the intervention will be reviewed at the next Pupil of Concern meeting or pastoral review.

### Note:

Reverse Suspension is used sparingly and thoughtfully, in cases where it supports relational repair and improved outcomes for the pupil and those affected by their actions.

## Suspensions and Expulsions

Sacred Heart College views exclusion as a last resort, to be used only when all other strategies have been exhausted, and when it is in the best interests of the pupil and, or, the school community.

- We follow [CCMS Scheme for the Suspension and Expulsion of Pupils, May 2002](#), on suspensions and expulsions, ensuring that:
  - All decisions are made lawfully, proportionately, and fairly.
  - Pupils and families are engaged throughout the process.
  - Generally, there is a restorative Return to School meeting with a Senior Leader post suspension. This meeting is a vital component to the pupil's return.

## Linking Attendance to Relational Support

At Sacred Heart College, we recognise that attendance and behaviour are closely connected. Poor or irregular attendance is often an early indicator of a pupil struggling with emotional wellbeing, relationships, or engagement in learning.

### Early Identification Through Attendance Monitoring

We work in close alignment with our Managing Attendance Policy to:

- Monitor patterns of partial or full-day absence, including frequent lateness or unexplained absences.
- Highlight pupils whose attendance drops below 95%, or where there is sudden or gradual change.
- Identify pupils refusing certain subjects or teachers, which may point to relational difficulties or curriculum access needs.

### Relational Response to Attendance Concerns

When attendance concerns are flagged, we respond in a supportive, not punitive way, through:

- Restorative conversations with pupils to explore reasons for absence.
- Meetings with parents/carers to discuss home-school challenges and agree strategies.
- Referral to the Wellbeing Officer or Pastoral Team for emotional regulation and engagement support.
- Tracking attendance alongside behaviour and wellbeing data in Pupil of Concern Meetings.

# Appendix 1 : Class Plan for Learning Template

*(Fostering positive behaviour, relationships, and learning)*

**Based on: Ready – Respectful – Safe**

## **1. Our Class Values (agreed together with pupils):**

- ✓ **Ready** – we arrive prepared, on time, and focused
- ✓ **Respectful** – we treat everyone with dignity and kindness
- ✓ **Safe** – we act in ways that protect our own and others' wellbeing

## **2. What Being Ready, Respectful and Safe Looks Like in Our Room:**

*Ready:*

- Equipment out (phones away at the start, depending on year group)
- On task during learning
- Listen and follow instructions the first time

*Respectful:*

- Listening and taking turns
- Positive tone and body language
- Looking after classroom space and resources

*Safe:*

- Calm transitions and movement
- Kind language and actions
- Asking for help when needed

## **3. Rights and Responsibilities**

### **Rights**

To learn in a calm, safe environment  
To feel valued and respected

### **Responsibilities**

To stay focused and ready to learn  
To treat others with dignity and kindness

## **Rights**

To be heard and supported

## **Responsibilities**

To listen actively and respond respectfully

### **4. Routines (adaptable):**

- Meet and greet at the door
- Settle starter while register is taken
- “Eyes on me” or countdown for attention
- Exit calmly after instructions

### **5. Acknowledgements and Recognition:**

- Verbal praise for effort, kindness, and honesty
- SIMS achievement points for demonstrating class values
- Positive notes home
- Responsibility roles
- Whole-class goals with shared reward (e.g. quiz time)

### **6. Boundaries and Restorative Responses**

We use a relational approach to behaviour and always aim to reconnect before consequences escalate.

#### **The 3 Cs Approach – Choice, Chance, Consequence:**

1. **Choice**  
“You have a choice — stay on task and take part, or continue and we’ll need to follow it up.”
2. **Chance**  
“Take a moment. Let me know if you need help to get back on track.”
3. **Consequence**  
“You’ve made a choice not to re-engage. We’ll need to speak afterwards and make a plan.”

Consequences are always **restorative**, not punitive. They include:

- Restorative conversation
- Catch-up time
- Repair of trust or relationships
- Time-in to regulate before return to learning

## Model Example: Miss English's English Class

### Our Class Values:

- ✓ Ready – We arrive with the right mindset and materials
- ✓ Respectful – We listen and speak with care
- ✓ Safe – We act calmly and support others

### What This Looks Like:

*Ready:* Book and pen out, planner on desk, no phones

*Respectful:* Don't interrupt readers, praise effort in others

*Safe:* No pushing chairs, calm transitions, kind language

---

### Rights and Responsibilities

#### Rights

- To learn without disruption
- To speak and be listened to
- To feel respected

#### Responsibilities

- To be on task and focused
- To listen carefully and not talk over others
- To use polite, inclusive language

---

### Routines:

- Greeting at the door
- Starter task on board
- Raised hand = silence
- Wait for release instructions before packing up

### Recognition and Praise:

- Positive SIMS points for teamwork, effort, kindness
- Verbal "shout-outs" at end of lesson
- Weekly postcard home for improvement

### Boundaries and the 3 Cs:

1. **Choice:** "You can rejoin quietly now, or continue and we'll need to talk afterwards."
2. **Chance:** "I'll give you a minute. Let me know when you're ready."

3. **Consequence:** “We’ll speak at break. You’re still part of this team, but we need a reset.”

Restorative conversations take place **privately and calmly**, using the script from [Appendix 5](#).  
The aim is always **repair, not blame**.

## Appendix 2 : Achievement Points

Achievement	Example Description	Points
Outstanding effort in class	Consistently engaged and working to the best of their ability	5
Personal progress	Significant improvement in behaviour, learning, or attitude	6
Kindness to others	Act of compassion or support to a peer	4
Helpful around school	Voluntarily helping a member of staff or tidying without being asked	3
Excellent teamwork	Collaborated effectively and supported group learning	4
Respect shown to others	Consistently polite and respectful in interactions	3
Positive contribution to discussion	Shared ideas confidently and respectfully	3
Resilience shown	Persevered through challenge or disappointment	5
Regulated independently	Used strategies to calm down or avoid conflict	6
Restorative reflection	Took responsibility and repaired harm after an incident	6
Taking responsibility	Admitted to a mistake and made things right	5
Leadership shown	Took initiative or led peers in a positive way	5–7
Positive attitude to learning	Maintained focus and effort throughout the lesson	4
Attending support group/mentoring	Engaged with support plans, mentoring, or intervention	5
Consistent punctuality	On time and ready for learning over a sustained period	3
Excellent attendance	100% or significantly improved attendance	5
Contribution to school life	Represented school, volunteered, or participated in events	6–10

## Appendix 3 : SIMS Behaviour Points (Negative)

Behaviour Logged on SIMS	Example Description	Suggested Points
Low-level disruption	Talking out of turn, off-task behaviour	-1
Not following instructions	Refusal or delay in following reasonable request	-1
Lack of effort	Not engaging with work without reasonable explanation	-1
Late to class	Arriving after the bell without good reason	-1
Uniform issue	One-off uniform issue	-1
Incomplete homework or classwork	Work not submitted or left undone without communication	-1
Late for class	Late for class – one occasion	-1
Disrespectful language or tone	Rudeness to staff or peers	-2
Poorly equipped for lesson	Books, stationery, other equipment not brought to the lesson	-2
Unkindness or exclusion	Name-calling, mocking, leaving others out	-2
Persistent Uniform issue	Uniform issue despite early intervention	-3
Inappropriate physical behaviour	Pushing, grabbing, throwing items	-3
Persistent disruption	Repeated interruption, ignoring reminders	-3
Unsafe behaviour	Running in corridors, dangerous play	-2 to -3
Failure to attend detention/meeting	Missing restorative session, mentoring or sanction	-2
Dishonesty	Lying about events or shifting blame	-2
Leaving class without permission	Exiting learning space without agreed reason	-3
Damage to property	Deliberate or careless damage to books, furniture, etc.	-4
Theft	Theft	-4
Inappropriate use of mobile/technology	Using phone without permission or accessing inappropriate content	-2 to -4

Behaviour Logged on SIMS	Example Description	Suggested Points
Inappropriate item brought to school	Item which could be dangerous e.g. lighter	-4
Vaping/Smoking	Vaping/Smoking	-4
Anti social behaviour in school uniform, outside of school	Misbehaving in a shop, on a bus, on way to or from school	-4
Substance misuse	Illegal substance misuse	-7
Serious incident or defiance	Escalated behaviour requiring removal from class	-5
Serious misuse of mobile phone	Taking photos/videos without permission, creating harmful online content	-5
Bullying behaviour	Targeted behaviour that causes harm	-5 to -7
Verbal abuse towards staff or pupils	Shouting, swearing, or threatening language	-6
Physical aggression	Fighting, hitting, or threatening physical harm	-7 to -10

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Notes:

- These points support tracking, not punishment.
- Points can trigger Pupil of Concern review, restorative conversations, or targeted support, not automatic sanction.
- SEN needs and contextual factors should always be considered — particularly for escalated or repeated behaviours.

## Appendix 4 : Actions – For SIMS

### SIMS Behaviour Actions List

#### Low-Level / Relational Incidents

Action Code	Description
Verbal Reminder Given	Quiet, calm reminder of expectations
Non-Verbal Correction	Eye contact, hand signal, proximity used
Re-direction Given	Pupil refocused using supportive prompt
Restorative Reminder	Gentle reference to shared class agreement
Seat Change Applied	Moved within room to refocus behaviour
Time-In Used	Used quiet space in room to regulate
Private Check-In	Brief one-to-one check-in to support or reflect
Class Plan Referenced	Expectations revisited with pupil
After school detention	Restorative work
Lunchtime detention	Restorative work

#### Escalated Responses

Action Code	Description
RRAP/IEP Reviewed	Plan reviewed following behaviour concern
Pupil Removed from Class	Moved to another space due to continued disruption
Parent Contacted	Home contacted about behaviour
Wellbeing Referral Made	Pupil referred to Wellbeing Officer or Groupwork
Mentoring Initiated	Weekly check-in plan with staff initiated
Behaviour Log for Review	Escalated to Head of Year / Key Stage
Pupil of Concern Flagged	Added to meeting list for discussion
Staff Debrief Noted	Pastoral follow-up completed post-incident

#### Restorative Actions

<b>Action Code</b>	<b>Description</b>
Restorative Conversation Held	Scripted or informal reflection conversation held
Apology Offered	Verbal or written apology made
Reparation Completed	Practical action taken to make things right
Relationship Rebuilt	Positive check-in after restoration
Re-integration Planned	After removal or suspension
RRAP Created or Updated	Plan written collaboratively with pupil/family

### **Behaviour Logged for Monitoring**

<b>Action Code</b>	<b>Description</b>
SIMS Incident Logged	General incident tracked with brief summary
Achievement Noted	Positive behaviour logged as Achievement Point
Negative Point Applied	In line with behaviour scale (see Appendix 3)
Pattern Emerging	Used when staff see concern arising over time

## Appendix 5 : Uniform and Grooming: Expectations and Response

At Sacred Heart College, our uniform policy promotes a sense of belonging, pride, and equality. All pupils are expected to wear the correct uniform and maintain a standard of personal appearance that reflects our values of respect, responsibility, and readiness to learn.

We respond to uniform issues with empathy, clarity, and consistency — always aiming to resolve matters without conflict or shame.

We Expect Pupils To:

- Wear full, correct uniform as outlined in the Uniform Policy
- Present themselves neatly and appropriately for learning
- Remove outdoor coats, hoodies, and non-uniform items indoors
- Adhere to grooming expectations (e.g. no extreme hair colour, false nails/lashes, excessive jewellery or makeup)

### Response to Uniform or Grooming Infringements

We aim to resolve most issues without escalation, through calm and relational conversations. However, repeated non-compliance or refusal to follow reasonable instructions will require a more formal response.

Graduated Response:

1. First instance
  - Private, respectful reminder
  - Offer of loan item (where available)
  - Gentle explanation of expectations
2. Repeated instance
  - Concern logged on SIMS/CPOMS
  - Form Teacher or Head of Year contacts home
  - Option to send home to change if suitable
3. Persistent or defiant refusal to comply
  - Meeting arranged with parents/carers
  - Temporary withdrawal from school may be considered
  - The pupil may be asked to remain at home until the issue is resolved, if their appearance or refusal creates disruption or undermines expectations
  - A re-entry meeting may be held to reaffirm expectations and reconnect supportively

In All Cases:

- We aim to preserve the pupil's dignity and avoid public confrontation
- We make adjustments where financial or wellbeing concerns are raised
- Support and mentoring may be offered to help address patterns of non-compliance

We believe that high standards of appearance can coexist with care and connection — and that relational responses remain essential even when firm boundaries are needed.

## Appendix 6 : Restorative Conversation Script

*(Used to reflect, repair, and restore relationships after an incident)*

The aim is repair, not blame — to help the pupil reflect, reconnect, and move forward positively.

### Core Questions:

#### 1. What happened?

“Talk me through what happened from your point of view.”

#### 2. What were you thinking / feeling at the time?

“How were you feeling in that moment?”

“What were you hoping would happen?”

#### 3. What do you think / feel now?

“Looking back now, how do you feel about what happened?”

“Has anything changed in how you see it?”

#### 4. Who has been affected and how?

“How do you think others have been affected?”

“Has this impacted your relationship with anyone?”

#### 5. What has been the hardest thing for you?

“What have you found most difficult about this?”

“What’s been the most upsetting or stressful part?”

#### 6. What needs to happen to make things right?

“What could you do to help put things right?”

“What would help rebuild trust?”

#### 7. What will you do differently next time?

“If this happened again, how would you respond?”

“What support would help you make a better choice?”

### Staff Tips:

- Use a calm, open tone — avoid rushing
- Create a safe, private space for the conversation
- Listen actively and allow for pauses or silence
- End with encouragement and a clear plan for reconnection

“You’ve taken responsibility — that shows strength. Let’s move forward.”

## Appendix 7 – Ready, Respectful, Safe

Ready, Respectful, Safe – created as a result of Pupil & Staff consultation (Academic Year 24/25) – reflects “What We Do Here”

### In Sacred Heart College...

<p style="text-align: center;"><b>READY</b></p>	<p style="text-align: center;"><b>RESPECTFUL</b></p>	<p style="text-align: center;"><b>SAFE</b></p>
<p><b>We go to class on time.</b></p> <p><b>We wear the correct uniform.</b></p> <p><b>We bring proper equipment to class.</b></p> <p><b>We engage in all learning activities.</b></p> <p><b>We hand in our phones.</b></p>	<p><b>We follow the classroom expectations</b></p> <p><b>We listen to others.</b></p> <p><b>We respect our learning and that of others.</b></p> <p><b>We are kind to everyone.</b></p> <p><b>We respect our school environment.</b></p> <p><b>We respect the dignity and privacy of others.</b></p> <p><b>We remember we represent the college when we wear our uniform.</b></p>	<p><b>We move calmly around the school.</b></p> <p><b>We use equipment safely.</b></p> <p><b>We make safe and healthy choices to protect our health &amp; wellbeing.</b></p> <p><b>We tell someone when we are worried about ourselves or others.</b></p> <p><b>We use our mobile phones responsibly.</b></p>