



HFCS

Positive Behaviour Policy

Revised September 2026

Our Mission Statement:

Holy Family is a Catholic community, embracing the clear Christian values of respect, service and justice.

We are a family of many cultures sharing one faith. We exist to educate all young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

1. Introduction

At Holy Family Catholic School, we have high expectations of our students and of ourselves. We believe that we have one chance to get it right for the students entrusted into our care by their parents and we believe that each student has the right to reach their potential free from any adverse effects of the attitude or behaviour of others. We expect all students, staff, governors, parents and visitors to behave with due respect to each other, and we expect to always see in our school our values of achievement, service, participation, integrity, respect and equity. We feel strongly that it is our duty to provide a distinctive and inclusive Catholic education that encompasses the principles of Catholic social teaching and fulfils St Oscar Romero's words "aspire not to have more but to be more" and to ensure that Holy Family students flourish, stay safe and behave impeccably. We aim to do this because of highly effective personal development and pastoral care, effective staff training, clear policies and procedures, and robust transition arrangements. We actively seek the support of parents/carers in applying this policy consistently and expect all members of the school community to work in partnership to uphold the school's values and expectations. The Home-School Agreement is the basis for the establishment of a three-way partnership between student, parent/carer and the school. All students and their parents/carers will be asked to read and sign the Home-School Agreement at the start of each year.

All staff have a responsibility to report any suspicions or concerns following a change in behaviour to a student's behaviour or demeanor. Staff recognise that poor behaviour and/or attendance are potential signs of vulnerability and may be an indicator for abuse, neglect; or of an unmet special educational need; or a student is taking part in risky or criminal behaviour. All safeguarding concerns should be logged using Safeguard.

We are committed to ensuring every pupil feels safe, known, valued and that they belong within our Catholic community.

2. 'Teaching' Good Behaviour

How to behave appropriately needs to be modelled and taught. Punishing students for behaving poorly, when how to behave well hasn't been taught to them is illogical.

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All teachers should go through the School Rules with their classes at the start of the year and at regular intervals. This will also be regularly reinforced in assemblies and signage around the school.

Students should be shown:

- Where and how to line up outside your classroom
- How to enter the classroom, move to their seats and stand to wait for the prayer
- How to pray reverently at the start of the lesson
- How to listen to the teacher and to each other
- What acceptable levels of noise are when students are working in pairs or groups
- How to move from discussion to attentive silence – e.g. by the teacher counting down from 3 or 5
- How to present work and show them what is acceptable.

Alongside the School Rules, this sets out the standards of behaviour expected within our school community. Students should, at all times, be ready, respectful and safe: **READY** to learn; **RESPECTFUL** of others; **SAFE** in their behaviour and actions.

Ready

Students should be:

- On time to school.
- On time for lessons.
- Equipped to learn in that subject - pens, pencils, rulers, scientific calculator, books, homework.
- Wearing correct, complete and well-presented uniform - blazers on, shirts tucked in, ties worn.
- Entering the classroom quietly and calmly under teacher direction; otherwise lining up nicely.
- Moving directly to their allocated seats; bags down; equipment out; hands joined ready for prayer.
- Ready to work, ready to discuss and ready to share ideas.
- Always paying attention to the teacher in lessons and following instructions both inside and outside of lessons
- Positive with a 'can do' attitude.

Respectful

Students should be:

- Polite and courteous to everyone, respectful in their words and actions.
- Quiet, calm and orderly in the corridors: no boisterous, anti-social behaviour anywhere.

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- Respectful to the speaker - listen and don't talk over one another.
- Responsive to greetings from visitors.
- Ready to lend a hand - hold doors open; be aware of others; everyone is a role model.
- Kind and respect the values, views and cultures of others; do not belittle those who are different, be thoughtful in their use of language.
- Respectful of the environment, resources and others' belongings. Keep our school tidy; no litter, use the bins provided to dispose of any rubbish, this applies both in school and within our local community.
- Prepared to listen to one another's opinions or ideas; be mindful, think about other people's feelings and have empathy.
- Ready to take turns, be inclusive and share space and time with others.
- Able to communicate calmly and sensibly, recognising that there are two sides to every story, thinking about what they say and do by body language, language used, and their communications via social media.
- Aware and understanding that everyone deserves a disruption-free school environment.
- Proud to be a student of this school and actively and consciously uphold our school's clear Christian values of respect, service and justice.

Safe

Students should:

- Ensure their corridor movement is quiet, calm and orderly: no boisterous, antisocial behaviour anywhere.
- Keep left in corridors and stairwells.
- Line up outside classrooms or in the playgrounds quietly: no boisterous, antisocial behaviour.
- Use equipment/furniture correctly in a manner that will not cause harm.
- Follow our rules; READY, RESPECTFUL AND SAFE, consistently and understand these help keep you safe.
- Take due care and consideration of others.
- Avoid becoming involved in provocation or stirring of situations.

3. Rewarding Good Behaviour

At Holy Family, we believe that a comprehensive system of recognition and reward for positive behaviour and effort is a prerequisite for achieving outstanding behaviour.

Rewards can take a variety of forms, including:

- Achievement points recorded in SIMS
- Verbal praise
- Written praise on work
- Acknowledgement at assemblies
- Head Teacher's commendations

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- Praise postcards home from individual teachers or departments
- Telephone calls and letters home to parents/carers
- Notes in journals
- Badges - awarded in recognition of an excellent record of positive achievement
- Departmental awards
- Jack Petchey Award

4. Anti-Bullying (see Appendix C)

This should be read in conjunction with the 'peer on peer' abuse section of the safeguarding policy.

Threatening, frightening or hurting another student or member of staff by word, action or gesture is bullying and is strictly forbidden and no matter whether it took place on or off site, will always be dealt with very seriously. Every member of our school community has the right to learn or work in an environment in which they feel safe, valued and unique as a child of God.

Bullying includes:

- The harassment of someone (or causing injury to them) in relation to their race, religion, culture, sexual orientation, gender, special educational needs or disabilities. This includes bullying of an unnamed person or group of people and anyone who is part of the LGBTQ+ community
- Cyber-bullying via any form of communication technology either inside or outside school, inappropriate use of social media sites, including spreading rumours, isolating, outing, unwanted adding to group-chats and instigating negative situations
- The taking of or deliberate damage to someone's property
- Demanding money
- Emotional bullying – being unfriendly, excluding, teasing, tormenting, blackmailing
- Inappropriate sexual gestures and comments

This list is not exhaustive.

Students are actively encouraged to report bullying (whether they are the victim or a witness) to a member of staff or through the SHARP system on the school's website.

All instances of bullying are to be recorded on Safeguard as they should be addressed as a child protection concern under the Children Act 1989. Please also log on to SIMS. If a student discloses to you that they are the victim, or have

witnessed bullying, share the information with the student's HoY, a member of the safeguarding team or SLT.

Bullying can take many forms. When investigating an allegation of bullying, staff should:

- Reassure the student who has reported the concern that it will be taken seriously and investigated appropriately.
- Establish the facts by speaking separately, where appropriate, with the student(s) involved and relevant witnesses. Accounts should be recorded clearly.
- Review CCTV footage where appropriate and in accordance with the school's procedures. CCTV may only be accessed by authorised staff and will not normally be shared with parents/carers or other unauthorised persons.
- Ask to see relevant messages, images, social media content or other forms of communication where appropriate.
- Inform parents/carers of the students involved where appropriate, taking account of any safeguarding considerations.
- Consider whether the matter raises a safeguarding concern and, where necessary, refer it to the Designated Safeguarding Lead or safeguarding team.
- Once the circumstances have been established, determine an appropriate and proportionate response in accordance with this Behaviour Policy.
- Consider restorative or reconciliation work where appropriate and where this can be undertaken safely.
- Ensure that the student who has experienced bullying receives appropriate support following the incident and that their wellbeing is monitored as necessary.
- Support the student responsible for the bullying to understand the impact of their behaviour, take responsibility for their actions and develop strategies to prevent a recurrence.
- Where appropriate, reinforce expectations regarding respectful behaviour with the wider student body through assemblies, form time or other appropriate opportunities, without identifying the students involved.

Any sanction applied following a substantiated incident of bullying will take account of the nature, seriousness and circumstances of the behaviour and will be determined in accordance with this Behaviour Policy. Relevant pastoral and senior staff will be involved as appropriate.

Support will be considered for all students involved. This may include pastoral support, safeguarding intervention, restorative work, parental involvement, SEND support or other appropriate intervention. The school will continue to monitor the situation where necessary to reduce the risk of recurrence.

See Appendix D for the handling of incidents of a racist, sexist, sexual, sexualised and homophobic nature.

5. Behaviour Outside School

Students are expected to behave appropriately outside school and online. The school may apply this Behaviour Policy to behaviour outside the school premises where there is a sufficient connection with the school, including behaviour on the journey to or from school, during school-organised activities, online behaviour affecting members of the school community, or behaviour that has a significant impact on the orderly running of the school or the safety, wellbeing or education of pupils or staff.

6. Behaviour on Social Media

Most social networking platforms require users to be at least 13 years old.

Students are expected to be courteous to one another in all forms of communication, including when using any kind of electronic forum. Where any form of inappropriate material is posted or shared, the Police will be informed as appropriate and sanctions will be applied.

Cyber bullying will be dealt with in the same way as any other bullying.

7. Mobile Phones and Personal Smart Devices

Holy Family Catholic School operates a mobile phone-free environment throughout the school day. Mobile phones, smartwatches and other personal smart devices must not be accessed or used during the school day. The school's detailed expectations, including arrangements for pupils who need to carry a basic phone for safety when travelling to and from school, are set out in Appendix A (School Rules). Individual exceptions may be agreed where necessary for medical, SEND, safeguarding or other exceptional circumstances. Breaches will be dealt with in accordance with the school's behaviour and confiscation procedures.

8. Student Support Services

Students are supported to:

- Behave well;
- To reflect on how poor behaviour affects learning and others in the school community;

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- Improve their behaviour.

Alongside the pastoral roles performed by the Year teams and the Bethany Room staff, at Holy Family we have a team dedicated to the safeguarding and welfare of all students. Their roles cover many aspects of the well-being of students and offer specialised support in terms of dealing with attendance, emotional and mental well-being and mentoring. They support the work of the Head of Years and SLT in breaking down barriers to learning, working with families and dealing with outside agencies, including CAMHS, Social Services and 'Early Help'. Students are referred to this team through the Head of Year or are able to self-refer. We buy into a counselling service provided by Brentford Catholic Children's Society and the BACME team at the London Borough of Waltham Forest is also able to offer support to the school.

9. School Rules (Appendix A) and 'Non-Negotiables' (Appendix E)

These are in place for our school to run smoothly and to outline how we will at all times show consideration, tolerance, respect & understanding for all members of our community, for our resources, and for our environment. Staff should regularly reinforce the School Rules.

It is not possible to list in detail all the specific behaviours which are not acceptable in school. The overriding principle is that all members of the school should take responsibility for their behaviour in and around school, behave constructively and co-operatively and be aware of the rights and needs of others. Clear rules incorporating the principles of Gospel values are necessary to enable students to embrace discipline in practice. Behaviour that is inconsistent with the ethos of the school, Gospel values or the law may still be addressed by the school even where it is not specifically referenced within the school rules. Rules are outlined in the student journal.

The list of 'Non-Negotiables' (in Appendix 5) forms a simple summary of our school rules to avoid disruption and time-wasting.

10. Home-School Agreement (see Appendix B)

This is to be signed by the student, and the parent, at the start of each academic year (this is contained in the student journal). Students, and their parents, are expected to abide by this agreement. Form tutors are to go through the agreement with their tutees and to check that it has been signed.

11. Early Intervention and Pastoral Support

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The school is committed to identifying and addressing emerging concerns at the earliest possible stage to support students successfully within the school community. We recognise that behaviour can sometimes be an indication of unmet need, emotional distress, safeguarding concerns, attendance difficulties, SEND, SEMH needs or wider vulnerabilities.

Where concerns arise regarding a pupil's behaviour, wellbeing or engagement, the school will seek to use appropriate early intervention and graduated support strategies before behaviour escalates wherever possible.

Support may include:

- mentoring and pastoral support
- restorative conversations and restorative work
- parental meetings and family support
- attendance support and intervention
- SEND support and reasonable adjustments
- emotional regulation support
- counselling or therapeutic support
- behaviour monitoring and support plans
- safeguarding intervention
- referral to external agencies where appropriate
- Bethany Room intervention and reintegration support
- access to The Nest, the school's tiered inclusive support provision, including the Bethsaida Room (SEND small-group teaching) and the Tabor Room (SEMH intensive intervention) - see the Inclusive Support Handbook for full detail

The school works collaboratively with students, families, pastoral teams, safeguarding staff, the SEND department and external professionals to identify barriers to success and provide appropriate support.

Early intervention does not replace high expectations or accountability. Rather, the school seeks to balance clear boundaries and consequences with appropriate support so that students can learn from mistakes, repair relationships and experience success within the school community.

12. Consequences

Consequences are necessary for students who behave inappropriately and/or choose not to follow the School Rules. At Holy Family, we accept that it is our responsibility to support those students so that they can make better behavioural choices in the future. As such, all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to inappropriate behaviour.

As much as there is an onus on students to be responsible for their behaviour, the school also expects all adults to maintain a professional approach in

managing their own behaviour and in modelling expected behaviours when intervening and interacting with students.

Consequences are more likely to promote positive behaviour and regular attendance if students see them being applied fairly and consistently.

Adults are further expected to:

- Use consequences in a calm and controlled manner
- Encourage students to reflect on the effects of misbehaviour on others in the school community.

Consequences for breaches of the school rules are:

- A short detention at break, lunch or after school
- A longer detention after school (one or two hours)
- Picking up litter or other 'community service'
- Removal from a lesson or series of lessons
- Being placed on 'report'
- Confiscation of inappropriate items
- Isolation from other students during lessons, at break or lunchtime
- Parents and Carers will be contacted by phone, text or email and may be invited into school to meet with senior staff
- Placement in the Bethany Room
- Suspension from school
- Permanent exclusion.

This is not an exhaustive list. Other suitable consequences may be given in particular circumstances.

12.1 Dealing with Instances of Poor Behaviour

Where there may be a safeguarding issue, the Designated Safeguarding Lead or a member of the Safeguarding team must be informed immediately. In the event that members of this team are unavailable, it must be reported to a member of SLT. The general rule is: If you are unsure, report it.

Poor behaviour must be recorded on SIMS by the member of staff involved. Incident statements should be completed by students independently after a serious incident. This will usually be the responsibility of the on-call teacher, HoY, Safeguarding team or SLT.

Incidents involving racist, sexist or homophobic bullying must be recorded in the log kept by the Safeguarding team as well as on SIMS.

It is the intention that the majority of behaviour issues arising in lessons are dealt with by subject teachers and their departments. More serious issues (including those occurring across a number of subjects or outside lessons) are dealt with by the Year team and SLT.

Contacting parents/carers: The Form Tutor, HoY and/or HOD, dependent on the issue, should always be informed when parents are contacted regarding poor behaviour or work. Bringing parents into disciplinary matters is certainly desirable in serious cases and often brings about a better understanding of the problem.

Significant parental communication relating to behaviour, attendance, wellbeing, safeguarding or support/intervention should be recorded on Provision Map using the Meetings Log in line with school procedures.

A biweekly behaviour report is generated by the Deputy Headteacher based on SIMS data. This report is then reviewed with the Assistant Headteachers on each site who oversee student behaviour. During these discussions, strategies are planned to address concerns related to certain students, and subsequent interventions are implemented.

12.2 Detention

Staff-Managed Detentions

All staff have the authority to issue and manage their own detentions.

When issuing a detention, the member of staff must:

- Inform the student of the day, time, and location of the detention.
- Notify parents via SIMS InTouch, email, or phone call.

Staff are responsible for supervising the detention and ensuring the student completes an appropriate task (e.g. reflection, missed work, etc.).

Whole School Detention (WSD)

A student will be placed in Whole School Detention if they:

- Receive two or more behaviour points in one day
- Are on-called from a lesson
- Fail to attend late detention

Inclusion Managers on each site monitor behaviour data throughout the day and assign students to WSD as appropriate. If the second behaviour point is recorded during Period 5, the detention will usually take place on the following school day.

Office staff will send a SIMS InTouch message to parents to inform them that their child has been placed in Whole School Detention.

WSD is held after school and is centrally supervised. Students complete structured tasks set by the AHTs for Behaviour.

Note that:

- Lateness to school will automatically trigger a lunchtime detention (approximately 25 minutes) on the same day. These will be supervised according to the duty rota.
- Failure to attend a Whole School Detention is likely to result in a Bethany Room placement.
- Students who miss a detention due to absence from school will be required to serve the detention at the next opportunity
- Removal from a lesson by the 'on call' teacher will trigger a detention, unless the seriousness of the incident has required a more severe sanction.

The school recognises that families may occasionally experience genuine barriers to attending detentions. In such circumstances, reasonable adjustments may be considered. However, students are expected to complete sanctions issued fairly and consistently.

12.3 The 'On Call' System

Students making teaching impossible for the teacher and learning impossible for other students must be removed from the lesson. In this case, the teacher should complete the relevant form on the school's home page. The same applies in the first instance of a direct challenge to the teacher, or dangerous conduct.

A text message will automatically be sent to the parent/carer of a student who has been removed from a lesson. HoDs and HoYs will be informed of all on calls. The student will be required to complete the reflection time form and they will be required to complete a detention after school. A reconciliation meeting may be arranged if appropriate by the HoY or member of SLT between the student and the teacher before the student returns to that lesson.

Repeated on calls will result in further sanctions.

The Standard Operating Procedure for on-call teachers can be found in the Staff Handbook.

12.4 Community Service

Sanctions in the form of 'community service' are an alternative to traditional punishments.

Community service may take many forms, including:

- Picking up litter (with appropriate equipment)
- Tidying
- Assisting staff
- Making reparation in the local community
- Other appropriate forms of community service that fit with the initial misdemeanour

12.5 Confiscation

(See DfE publication Searching, Screening and Confiscation updated 2018)

All items that are forbidden in school will be confiscated. Other items that cause disruption or inappropriate behaviour will also be confiscated, as will inappropriate coats, hats, scarves, jewellery etc. Only plain black or the official Holy Family hats and scarves are permissible (see uniform list on the school's website).

Note that once confiscated:

- Offensive weapons, illegal substances, tobacco and alcohol products will not be returned and will be given to the Police.
- Where a student breaches Rule 23, including by bringing a prohibited smart device to school or accessing or using a permitted basic phone during the school day, the device may be confiscated in accordance with statutory guidance and the school's behaviour procedures. The period for which a device is retained will be proportionate to the circumstances and intended disciplinary outcome and will take account of relevant individual circumstances, including any agreed medical, SEND or safeguarding arrangements. The school will make clear to students and parents/carers how and when confiscated devices will normally be returned.
- Food and drink that has been opened will be disposed of.
- Other items will be returned to the student within a reasonable timescale.

Note that the school is not responsible for items that have been confiscated.

12.6 Placement 'On Report'

To monitor a student's behaviour or learning, he/she may be placed 'on report' in which specific targets will be set. Parents/Carers should always be informed that their child has been placed on report.

It is the student's responsibility to get their report signed at the end of each lesson; to show it to the relevant person at the end of the school day and to get it signed each evening by their parent/carer.

Tiers of report for behaviour are:

- Green report – to the student's form tutor
- Amber report – to the Head of Year
- Red report – to a member of SLT

A student may also be placed on report in a particular subject.

Failure to adhere to the conditions of a report will result in further sanctions.

12.7 Banning students from school trips or other enrichment activities

Certain misdemeanours may warrant a student being banned from school trips or any other activity or event that is not an essential part of the curriculum for a set period. Should the school trip or sports event be an essential part of the curriculum, an alternative means of fulfilling the relevant curriculum requirements will be offered by the school. Such misdemeanours include serious cases of poor behaviour/disruption as well as breaches of school rules. Where such a ban occurs after deposits for trips have been made and the school has incurred unrecoverable expenses, the school reserves the right not to reimburse parents/carers.

12.8 Bethany Room Placements

The Bethany Room operates as a structured internal inclusion/removal provision designed to support reflection, regulation, continued learning and successful reintegration into mainstream education. The provision forms part of the school's wider pastoral and behaviour support system and is intended to balance accountability with support.

Bethany Room placements are an internal behaviour-management and inclusion measure and are not statutory suspensions or exclusions. They will not be used as an unofficial exclusion from school. A pupil placed in the Bethany Room will continue to receive appropriate education, supervision and support. Placements will be proportionate, for a defined period wherever practicable, and reviewed regularly to support successful reintegration into mainstream lessons.

Students may be placed in the Bethany Room for a range of reasons, including, but not exclusively:

- For breaches of the school rules below the threshold necessitating suspension from school
- Before or after a suspension from school as part of a reintegration process
- Breaches of the conditions of being 'on report'
- Failure to attend a Whole School Detention
- For a student's own safety or the safety of others
- Whilst an investigation is taking place
- To allow time for reflection, restorative work and pastoral intervention

Placements in the Bethany Room will be:

- always supervised
- structured and time-limited
- accompanied by appropriate learning opportunities
- supported by pastoral intervention and reintegration planning where appropriate

During a placement, students will:

- be provided with suitable work to complete
- receive support to reflect on their behaviour and its impact on others
- be expected to follow the routines and expectations of the Bethany Room respectfully and cooperatively

Where concerns arise regarding repeated placements, the school may review whether additional pastoral, safeguarding, SEND or external agency support is required. Repeat placements will be monitored by pastoral leaders and senior staff to ensure appropriate support and intervention are in place.

Bethany Room placements will normally be for a defined period and will be kept as short as is reasonably practicable while achieving the intended purpose. Any placement extending beyond one school day will be reviewed by a member of the senior leadership team, with the reason, duration and outcome recorded. Any placement extending beyond two school days will require a documented reintegration plan. Repeated or prolonged placements will trigger a review of the student's needs, support, reasonable adjustments and the effectiveness of the behaviour response.

Parents/carers will normally be informed promptly when a student is placed in the Bethany Room and will be informed of the reason for the placement, the expected duration and any significant support or reintegration arrangements. Parents/carers will be involved in planning where a placement is repeated, prolonged or forms part of an individual support plan.

Students will normally return to lessons following:

- a successful reintegration conversation or meeting
- completion of restorative work where appropriate
- agreement that the student is ready to return successfully to mainstream lessons

The school reserves the right to extend or adapt support arrangements where this is considered necessary to ensure the safety, wellbeing and successful reintegration of the student and wider school community.

12.9 Suspension from School

The school is committed to maintaining a safe, calm and purposeful environment in which all members of the community can learn and thrive. As a school, we believe that every member of the community has the right to always feel safe. Behaviour likely to undermine the safety, wellbeing or learning of others is therefore regarded as a serious breach of the school's behaviour expectations.

Suspension is a statutory exclusion for a fixed period. It is distinct from internal removal, internal inclusion provision, off-site direction and managed moves.

Suspension from school may be considered where:

- serious behaviour incidents occur
- a student's behaviour presents a risk to the safety or wellbeing of others
- there have been repeated breaches of the Behaviour Policy despite support and intervention
- other appropriate sanctions and interventions have not secured an improvement in behaviour

The decision to suspend a student will only be made by the Headteacher and will always consider the individual circumstances of the case, including:

- the seriousness of the incident
- any safeguarding concerns
- known SEND, SEMH needs or vulnerabilities
- any reasonable adjustments already in place
- previous support and interventions
- proportionality and the safety of the school community

The school is committed to using a graduated response to behaviour concerns wherever possible. This may include:

- pastoral intervention
- mentoring and support
- restorative work
- parental meetings

- behaviour monitoring
- support plans
- SEND involvement
- external agency support
- Bethany Room placements (internal inclusion/removal provision)
- Nest-based intervention (e.g. a Tabor Room placement) where there is an identified SEMH need
- reintegration support

The school will comply with its statutory duties to provide suitable education during a suspension. Work and learning opportunities will be provided in accordance with the statutory requirements and will be appropriate to the pupil's age, ability, needs and circumstances.

Following a suspension, a reintegration meeting will normally take place involving the student, parent/carer and appropriate school staff. The purpose of this meeting is to:

- support the successful return of the student to school
- repair relationships through restorative approaches where appropriate
- review the circumstances surrounding the suspension
- identify any further support or intervention required
- reinforce expectations and strategies for success moving forward

A reintegration meeting is not a condition that a pupil must satisfy before being permitted to return to school following a suspension. Where a meeting cannot take place before the pupil's return, the school will make alternative arrangements to ensure that reintegration and any necessary support are addressed promptly.

Where appropriate, additional pastoral, safeguarding or SEND support may be implemented following a suspension to help the pupil reintegrate successfully into school life.

The school will monitor repeat suspensions carefully and may review whether further assessment, intervention, external agency involvement or alternative provision is required to support the pupil appropriately and maintain the safety and wellbeing of the wider school community.

The following behaviours are considered serious breaches of the Behaviour Policy and may result in suspension. In each case, the school will consider proportionality, context, safeguarding concerns, SEND, SEMH needs and any relevant mitigating factors before determining the appropriate response.

The school will not treat the presence of SEND, disability or a protected characteristic as either an automatic reason not to apply a sanction or an

automatic justification for a sanction. The school will consider whether the behaviour may arise from or be connected with the student's disability or SEND and whether reasonable adjustments and appropriate support have been made.

- Bullying of any kind
- Sexual misconduct, including on social media
- Abusive or threatening language directed towards a member of staff
- Threatening or violent behaviour towards a member of staff
- Violence towards another student
- Deliberate damage to property
- Theft
- Possession of a weapon, or possession, use or supply of illegal drugs or alcohol, on school premises or during a school-organised activity
- Actions that put the health and safety of any other member of the school community at risk
- Repeated disruption to teaching and learning
- Repeated refusal to comply with reasonable instructions which significantly disrupts the safe and orderly running of the school
- Poor behaviour outside school, including on social media
- Possessing, posting or forwarding any sexual, nude or semi-nude pictures or videos of anyone under the age of 18 (including of yourself). This is illegal, and the Police will be informed in every case.

This list is not exhaustive and all decisions regarding suspension will be made on a case-by-case basis in line with statutory guidance, safeguarding responsibilities and the school's commitment to inclusion, safety and high standards of behaviour.

The Headteacher will ensure that the decision is lawful, reasonable, proportionate and consistent with the statutory guidance. The Headteacher will consider the individual circumstances of the case, including the seriousness of the incident, safeguarding considerations, the student's age and understanding, SEND or disability, reasonable adjustments, previous support and intervention, relevant mitigating factors and the potential impact on the student and wider school community.

12.10 Equalities and Reasonable Adjustment

Under the Equality Act 2010, schools have a duty to make reasonable adjustments for students with Special Educational Needs and Disabilities (SEND) to ensure they are not placed at a substantial disadvantage. Holy Family Catholic School is committed to maintaining high expectations of behaviour for all students whilst recognising that some behaviours may be linked to SEND, SEMH needs, trauma, safeguarding concerns or other vulnerabilities.

The school seeks to balance accountability with support and recognises that a fair approach does not always mean an identical approach. High expectations,

routines and boundaries apply to all students; however, reasonable adjustments may be made where appropriate in order to support individual students successfully within the school community whilst maintaining the safety, wellbeing and good order of the school.

Reasonable adjustments may include adaptations to:

- consequences and sanctions
- classroom routines and expectations
- reintegration processes
- pastoral support and intervention strategies
- communication methods
- regulation and support systems

All staff are expected to be aware of and consistently implement agreed reasonable adjustments and support strategies for identified pupils where appropriate.

The school is committed to ensuring that vulnerable students, including those with identified SEND or SEMH needs, are not unfairly disadvantaged by behaviour systems. Staff will work collaboratively with the SEND team, pastoral staff, safeguarding staff, parents/carers and external agencies where appropriate in order to identify barriers to success and provide suitable support.

Where concerns about behaviour arise, consideration will be given to:

- the pupil's individual needs and circumstances
- known SEND or SEMH needs
- safeguarding concerns
- previous interventions and support strategies
- any reasonable adjustments already in place

Where appropriate, additional support, intervention or pastoral planning may be implemented to help students regulate their behaviour, repair relationships and successfully reintegrate into learning and school life.

12.11 Students close to the threshold of Permanent Exclusion

Where a student has repeatedly breached the School Rules over a sustained period, despite appropriate support and intervention, the school may implement additional strategies and formal review processes to address ongoing concerns and reduce the risk of permanent exclusion.

This may include:

- increased pastoral monitoring and support
- further reasonable adjustments and intervention strategies
- review of existing support plans

- involvement of external agencies
- parental meetings
- formal behaviour review meetings

Parents/carers and students will be made aware where behaviour is placing a student at significant risk of permanent exclusion and where further serious breaches of the Behaviour Policy may result in more serious sanctions.

This may include a meeting involving the parent/carer, student and representatives of the Governing Body to review the student's behaviour record, support already in place and any additional interventions required.

Where appropriate, a managed move to another school or alternative provision may also be considered, either through the school's links with local schools or through the Local Authority Fair Access Panel, where this is felt to be in the best interests of the student and wider school community.

Where a student is at risk of permanent exclusion, the school's Inclusion Panel will also consider whether a placement within The Nest, such as the Tabor Room, may help to address an underlying SEMH need before this threshold is reached.

The school will not use the prospect of permanent exclusion as a routine behaviour-management threat. Where a student is at risk of permanent exclusion, the school will ensure that the student and parents/carers understand the nature of the concerns, the support and interventions being provided, and the possible consequences of further serious breaches.

12.12 Individual Support and Intervention Plans

Where a student requires additional support in relation to behaviour, attendance, wellbeing, SEMH needs or engagement with school, the school may implement an Individual Support and Intervention Plan.

Where a student already has an Individual Support Plan (ISP) in place under the school's SEND arrangements, the Individual Support and Intervention Plan will be developed alongside, and will not duplicate, the ISP.

These plans are intended to provide a structured and supportive graduated response in order to help students experience success within the school community and reduce the risk of repeated suspensions, disengagement or permanent exclusion. The aim is to identify barriers to success early and provide appropriate intervention before concerns escalate wherever possible.

An Individual Support and Intervention Plan may be considered for students who:

- are experiencing a rapid deterioration in behaviour, attendance or engagement
- are at risk of suspension or permanent exclusion

- have experienced repeated suspensions or Bethany Room placements (internal inclusion/removal provision)
- are presenting with SEMH or regulation difficulties
- are vulnerable to criminal exploitation or risky behaviours
- are experiencing difficulties linked to SEND, safeguarding concerns or unmet needs
- are at risk of becoming disengaged from education

Plans will be developed collaboratively with:

- the pupil
- parents/carers
- pastoral staff
- SEND staff
- safeguarding staff
- external agencies where appropriate

Where appropriate, Individual Support and Intervention Plans will work alongside existing SEND documentation, including Pupil Passports and other support plans, to ensure a coordinated and consistent approach to supporting the student.

The school recognises the importance of student voice and family partnership in securing successful outcomes. Students and parents/carers will therefore be involved in discussing concerns, identifying barriers and agreeing supportive strategies and targets.

Individual Support and Intervention Plans may include:

- behaviour and attendance targets
- pastoral mentoring and support
- emotional regulation strategies
- reasonable adjustments and SEND support
- restorative approaches
- safeguarding intervention
- counselling or therapeutic support
- support from external agencies
- reintegration support following suspension
- rewards, encouragement and recognition for improvement

Targets and strategies will be reviewed regularly in order to monitor progress, identify further support needs and ensure that interventions remain appropriate and effective.

The purpose of these plans is to support students in developing positive relationships, self-regulation, engagement with learning and successful participation in school life whilst maintaining high expectations and accountability.

12.13 Off-site Direction to Improve Behaviour

Where appropriate, and in accordance with the statutory framework, the school may direct a student to attend another education setting for the purpose of improving their behaviour. This is known as off-site direction.

Off-site direction is a temporary behaviour-management measure and is distinct from a suspension, permanent exclusion and managed move. It may involve attendance at another mainstream school, alternative provision or another appropriate education setting.

Before an off-site direction is made, the school will consider the circumstances of the individual student, including their SEND, disability, safeguarding needs, educational needs and any reasonable adjustments or support already in place. The school will work with the receiving setting and the student's parents/carers to establish clear arrangements for education, safeguarding, attendance, behaviour support, information sharing and review.

The duration and arrangements for an off-site direction will be kept under review and will be determined in accordance with the statutory requirements and the needs of the student.

Where the student has an EHC plan, the Local Authority will be informed and the school will ensure that its duties under the Equality Act 2010 and Children and Families Act 2014 continue to be met.

The purpose of an off-site direction will be to support improved behaviour and successful participation in education. It will not be used as an unofficial exclusion. The school will establish a clear plan for review and either reintegration to Holy Family Catholic School or, where appropriate and voluntarily agreed, consideration of a managed move in accordance with the statutory framework.

Where the school needs to arrange a temporary placement at another education setting for the purpose of improving behaviour, this will be managed through the statutory off-site direction framework described above.

A managed move is a permanent transfer of a student to another school, undertaken voluntarily and with the agreement of the student's parents/carers and the receiving school. A managed move requires genuine agreement. The school will not require or pressure a parent/carer to agree to a managed move, and a parent/carer will be given sufficient information to understand the implications of the proposed transfer

A managed move will only be considered where it is in the best interests of the student and is consistent with the statutory framework governing pupil movement and school admissions.

A managed move must not be used as an unofficial exclusion, as a means of avoiding the statutory suspension or permanent exclusion process, or as a trial admission. The school will not pressure parents/carers to agree to a managed move.

Where appropriate, a managed move may follow a period of off-site direction where review indicates that the student has settled successfully in the receiving setting and a permanent transfer is in the student's best interests.

Before a managed move is agreed, the school will consider the student's SEND, disability, safeguarding needs, educational needs, attendance, behaviour history and reasonable adjustments. Relevant information will be shared with the receiving school in accordance with safeguarding, data protection and information-sharing requirements.

Where a managed move is agreed, the school will ensure that the student's admission, registration and transfer are completed in accordance with the relevant statutory requirements.

The school will maintain accurate records of suspensions, permanent exclusions, off-site directions and managed moves and will make all required notifications and returns to the Local Authority, Department for Education, governing board and other relevant bodies in accordance with statutory requirements.

12.14 Reconciliation

Reconciliation is a Gospel value and is at the heart of the Gospel message. All sanctions should allow for reconciliation however; it is also understood that reconciliation requires a firm purpose of amendment on behalf of the student. Restorative approaches allow for reconciliation and positive changes to behaviour patterns by using responsible decision making. It is important that students who have come to embrace discipline, having found it difficult to do so previously, should be supported and encouraged that they have made the right decision. Interventions are offered where they are deemed to be needed, fresh starts are offered once sanctions have been completed, and students are given opportunities to improve secure in the knowledge that they are disciples of a forgiving God.

12.15 Permanent Exclusion

A permanent exclusion is the most serious sanction available to the school and will only be used in accordance with the statutory framework. The Headteacher will make the decision to permanently exclude a student where, having considered all the circumstances, they consider that this is the appropriate response.

Following a permanent exclusion, the governing board must review the Headteacher's decision in accordance with statutory requirements. The student and their parents/carers will have the opportunity to make representations to the governing board.

Where the governing board upholds the permanent exclusion, the student's parents/carers have the right to request an Independent Review Panel (IRP) within the statutory timescale. The school will comply with all statutory requirements relating to the IRP, including the provision of relevant documentation and information.

Where relevant, the governing board and IRP will have regard to the statutory requirements concerning students with SEND, including the role of a SEN expert, and to the circumstances of students who are looked after or previously looked after.

The school will comply with all statutory requirements relating to notification, education provision, registration, review and student movement following permanent exclusion.

Permanent exclusion may be considered following a serious one-off incident or persistent serious breaches of the school's behaviour policy. The following are examples of behaviour that may warrant consideration of permanent exclusion; the list is not exhaustive, and no behaviour will result in automatic permanent exclusion. The Headteacher will consider the individual circumstances of the case, including the seriousness of the behaviour, its impact on others, safeguarding considerations, the student's age and understanding, SEND or disability, reasonable adjustments, relevant mitigating factors and the support and interventions that have been provided.

- Possession of an item that could be used as an offensive weapon, such as a knife

- Persistent bullying includes emotional, physical, racial, sexual, bullying based on sexual orientation and gender identity, face to face or online
- Actual or threatened violence against a member of staff
- Serious actual or threatened violence against another student
- Sexual abuse or harassment
- Posting offensive material on a website/social media/text message/email (towards staff or students)
- Dealing illegal substances
- Second offence of possession of illegal substances
- Persistent violence towards students
- Actions that put the health and safety of any other member of the school community at serious risk
- Persistent and malicious disruptive behaviour, including open defiance or refusal to follow school rules
- Repeated breaches of the school Behaviour Policy despite appropriate support and intervention plans having been implemented and reviewed.

This is not an exhaustive list. The Headteacher may decide to permanently exclude a student because of other very serious one-off offences or very poor behaviour over a period of time. The Police will always be informed where appropriate.

13. Restrictive Interventions, Including the Use of Reasonable Force

Holy Family Catholic School is committed to minimising the use of restrictive interventions wherever possible. Where they are necessary, they must always be lawful, proportionate, safe and used as a last resort - never as a form of punishment, discipline, or to secure compliance.

A restrictive intervention is any action that prevents, restricts or subdues the movement of the body, or part of the body, of a pupil. This includes three distinct categories:

- **Reasonable force** - physical restraint used to prevent a pupil from hurting themselves or others, causing serious damage to property, or seriously disrupting good order and discipline.
- **Non-physical restraint** - restricting a pupil's movement or choices without physical contact (e.g. blocking a doorway, removing access to an area).
- **Seclusion** - a non-disciplinary intervention where a pupil is confined away from others and prevented from leaving, used only as a safety measure to protect the pupil or others from harm.

This policy does not create a "no contact" approach. Everyday, appropriate physical contact remains a normal part of school life and does not require this policy to be invoked. This includes:

- Giving first aid
- Guiding or escorting a pupil (e.g. holding a hand in a line, on a school trip, or helping a pupil reach a space to self-regulate)
- Comforting a distressed pupil
- Praising or congratulating a pupil (e.g. a pat on the back, a handshake)

Legal authority

Staff have a statutory power to use reasonable force under Section 93 of the Education and Inspections Act 2006. This power applies to all members of staff and to any person the headteacher has temporarily placed in charge of pupils. Parental consent is not required for the lawful use of reasonable force. Corporal punishment is illegal in all circumstances and is never permitted.

The three-stage test

Before using a restrictive intervention, staff must consider, in order:

1. **Necessity**- Are there less restrictive options that would manage the situation effectively? Is this likely to reduce the relevant risk, or could it escalate the situation or cause more harm than the behaviour itself?
2. **Proportionality** - Is the type and degree of intervention proportionate to the behaviour and the risk it presents?
3. **Least restriction** - Is the minimum amount of force, for the minimum amount of time, being used to manage the risk? If the intervention is escalating the situation, staff should stop and try an alternative approach.

Staff should communicate calmly and clearly with the pupil throughout - explaining what is happening and why - and should maintain the pupil's dignity, including consideration of location and who else is present.

4. Prevention, de-escalation and SEND

The school's priority is to prevent the need for restrictive interventions through:

- A consistent, positive whole-school approach to behaviour
- Early identification of triggers and patterns, particularly for pupils with identified needs
- De-escalation strategies (e.g. reducing sensory stimuli, adjusting tone and body language, offering a calm space, supporting a pupil to express emotion before becoming overwhelmed)

- Co-produced **behaviour support plans** for pupils identified as being at higher risk of requiring a restrictive intervention, developed with the pupil, parents/carers, and relevant professionals

Where a student has an identified pattern of behaviour requiring restrictive intervention, the school will consider whether an individual behaviour support plan is required. Where appropriate, this will identify known triggers, preventative strategies, reasonable adjustments, de-escalation strategies, agreed responses to dysregulation, and arrangements for review following any restrictive intervention.

The school recognises that restrictive interventions are used disproportionately on students with SEND. Staff will take account of any identified special educational need or disability, and reasonable adjustments will be made in line with the Equality Act 2010. A behaviour support plan does not remove the duty to record and report each individual incident (see below), even where the intervention was anticipated.

Recording and reporting (statutory duty)

Every significant incident involving the use of force will be recorded as soon as practicable. The record will include the circumstances leading to the intervention, the behaviour or risk that required intervention, the type of intervention used, its duration, the staff involved, any injury or medical concern, and any follow-up action required. Parents/carers will be informed as soon as practicable in accordance with statutory requirements.

Recording requirements:

- The record must be made in writing as soon as practicable, and no later than the same day as the incident
- The member of staff involved is responsible for completing the incident record
- Records will be captured in CPOMS using a structured incident form
- As a minimum, records must include:
 - What led to the incident and any de-escalation strategies attempted
 - Why the use of force/restrictive intervention was assessed as necessary
 - The nature and duration of the intervention used
 - Any relevant needs or circumstances of the pupil, including SEND status
 - The outcome and any support provided afterwards
 - Who was informed and when

Reporting to parents/carers:

- Parents/carers must be informed in writing of each significant incident as soon as practicable, and staff should aim to do this on the same day, subject to limited safeguarding exceptions
- This applies even where the intervention had already been anticipated in a behaviour support plan
- Where appropriate, a follow-up discussion with parents/carers will take place to review triggers, strategies used, and next steps
- The Designated Safeguarding Lead will inform relevant external agencies (e.g. the LADO) in accordance with DfE and local authority guidance, where required

Seclusion

Seclusion is a restrictive intervention in which a student is prevented from leaving a space without continuous staff supervision. Seclusion is not a disciplinary sanction and must only be used as a safety measure where necessary and proportionate to prevent harm. It must never be used for convenience, as punishment or to secure compliance.

Any use of seclusion will be recorded and reported to parents/carers in accordance with the statutory requirements. The school will review the circumstances and consider whether additional preventative strategies, reasonable adjustments, SEND support or other interventions are required.

Seclusion must only ever be used as a safety measure to protect the student or others from harm during a period of high emotional or behavioural dysregulation. It must never be used as a punishment or disciplinary response. During any period of seclusion:

- The student must be continuously supervised
- The environment must be safe and non-threatening
- The seclusion must end as soon as the immediate risk has passed
- The incident must be recorded and reported in line with above.

Post-incident support and review

Following any significant incident, the school will:

- Offer support to the student and staff involved, including time to reflect and, where appropriate, discuss what happened
- Review the student's behaviour support plan (where one exists) to consider whether adjustments are needed

- Use incident data to identify patterns, triggers and opportunities to reduce future reliance on restrictive interventions

Staff training

All staff who may need to use restrictive interventions will receive training that reflects the principles of this policy, covering necessity, proportionality, welfare, de-escalation, and safe practice - not physical technique alone. Staff are trained through the programme accredited by the Diocese of Brentwood, delivered in conjunction with other Catholic schools within the Diocese.

Governance and oversight

The Governing Body will receive a termly report on the use of restrictive interventions, including seclusion and non-physical restraint. This report will be used to:

- Identify trends and any disproportionate use against particular groups of pupils, including those with protected characteristics or SEND
- Assess whether staff training and support needs have changed
- Provide assurance that restrictive interventions are being used lawfully, safely and only when necessary.

The governing board will monitor the use and effectiveness of suspensions, permanent exclusions, internal removal, off-site directions, managed moves and restrictive interventions. Monitoring will include consideration of proportionality, repeat use, outcomes, pupil reintegration, and any disproportionate impact on pupils with SEND, disabilities or other protected or vulnerable characteristics.

14. Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022).

The school follows the DfE's *Searching, Screening and Confiscation: Advice for Schools* (July 2022). The power to search without consent comes from sections 550ZA–550ZC of the Education Act 1996. The power to confiscate as a disciplinary penalty comes from section 91 of the Education and Inspections Act 2006.

Screening

Students may be screened from time to time through knife arches, in conjunction with the Police. Students and parents/carers will be told in advance what screening involves and why. Reasonable adjustments will be made for students with a disability. If a student refuses to be screened, staff will consider why and whether a search is needed.

Searching without consent

The Headteacher, and staff authorised by the Headteacher, may search a student or their possessions without consent if they have reasonable grounds to suspect the student has a prohibited item. Prohibited items are:

- knives or weapons, alcohol, illegal drugs and stolen items
- tobacco and cigarette papers, fireworks and pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- items banned by the school rules which may be searched for, namely vapes and vaping products (e-cigarettes are not covered by "tobacco") and prohibited smart devices (see Rule 23)

Searching with consent

Staff may search a student for any other item if the student agrees. The member of staff will explain the reason for the search and how it will be carried out, so that the student's agreement is informed.

Conducting a search

If a member of staff believes a student has a prohibited item, they should consult a senior member of staff as soon as possible.

The member of staff carrying out the search must be the same sex as the student, and another member of staff must be present as a witness. The only exception is where there is a risk of serious harm if the search is not carried out urgently, and it is not reasonably practicable to meet these conditions. Any search carried out without a witness must be reported immediately to another member of staff and recorded.

Staff may search outer clothing, pockets, bags, desks and lockers. Staff will not require a student to remove anything other than outer clothing. Only the police may carry out a strip search. If this happens, the school will advocate for the student's wellbeing and inform parents/carers.

Staff will have regard to the student's dignity, privacy, age, sex, gender identity, SEND, disability and any safeguarding considerations. Reasonable force may be used to search for the statutory prohibited items listed above, but not for items banned only by the school rules. Any use of force will follow Section 13 and the DfE's *Restrictive interventions, including the use of reasonable force, in schools* (2026).

After a search

Every search for a prohibited item will be recorded on CPOMS, whether or not anything is found. The Designated Safeguarding Lead (or deputy) will be informed. Parents/carers will always be told about any search for a prohibited item and its outcome, including anything confiscated and any sanction applied.

Confiscation

Confiscated items will be dealt with in line with the guidance. Weapons, controlled drugs and evidence of an offence will be passed to the police. Alcohol, tobacco, vapes and fireworks will not be returned to the student. Mobile phones and smart devices will be dealt with under Section 12.5 and Rule 27.

Staff may examine data on a confiscated electronic device if there is good reason to do so. Staff must never view, copy, share or save suspected nude or semi-nude images of a child. The device should be secured and passed to the DSL, in line with the UKCIS guidance *Sharing nudes and semi-nudes*.

15. Malicious Allegations Made Against Staff

Where an allegation made against a member of staff is found, following appropriate investigation, to have been deliberately fabricated or malicious, the school may take disciplinary action in accordance with this policy. An allegation or concern that is not substantiated will not, in itself, be treated as malicious. The school will ensure that safeguarding procedures are followed where an allegation concerns the safety or welfare of a child or young person.

16. Key legislation, statutory guidance and related documents

This policy should be read in conjunction with the following legislation, statutory guidance and school policies, as amended or replaced from time to time:

- Education Act 1996
- School Standards and Framework Act 1998
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- Children and Families Act 2014
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Educational Provision for Improving Behaviour) Regulations 2010
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026)
- Keeping Children Safe in Education 2026 (DfE, September 2026)
- *Searching, Screening and Confiscation: Advice for Schools* (DfE, July 2022).
- Restrictive Interventions, including the use of reasonable force, in schools (DfE, effective from April 2026)
- Mobile Phones in Schools (DfE, statutory guidance, June 2026)
- SEND Code of Practice: 0 to 25 years
- School Attendance guidance and the school's Attendance Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy
- Complaints Policy.

17. Monitoring, Evaluating and Reviewing this Policy

This policy will be monitored and reviewed regularly by SLT and the Governing Body.

As part of this process, leaders will regularly review behaviour, attendance and safeguarding data to identify patterns, trends and any potential disproportionality in the application of behaviour systems and sanctions.

This monitoring may include analysis of:

- suspensions
- Bethany Room placement (internal inclusion/removal provision)
- detentions
- on-calls and lesson removals
- attendance and persistent absence
- behaviour referrals
- managed moves and alternative provision placements

Leaders will review this information in relation to groups including:

- students with SEND
- disadvantaged students
- students with SEMH needs
- looked after and previously looked after children
- students from different ethnic backgrounds
- vulnerable students and other identified groups

Where patterns or disproportionality are identified, the school will review practice, consider whether reasonable adjustments and appropriate support are in place, and implement further intervention, training or support where necessary.

The school is committed to ensuring that behaviour systems are implemented fairly, consistently and inclusively whilst maintaining high standards of behaviour, safety and conduct across the school community.

Nothing in this policy prevents a pupil or member of staff from raising a safeguarding concern, making a complaint, reporting an allegation or seeking help. Behaviour management procedures will not be used to prevent or discourage the reporting of safeguarding concerns.

Appendix A - Our School Rules

(Contained in the student journal)

Our Mission Statement permeates all we do at Holy Family:

'The Holy Family Catholic School is a Catholic community embracing the clear Christian values of respect, service and justice. We are a family of many cultures sharing one faith. We exist to educate young people towards excellence in all dimensions of their lives, recognizing the uniqueness of each and the equality of all.'

Good behaviour is an essential part of effective teaching and learning. Every student and every member of staff has the right to enjoy being at Holy Family; this can only be achieved in an atmosphere of respect and where students behave well. Poor behaviour disrupts learning; makes staff and students feel unsafe; is detrimental to the school community and damages the school's reputation. Poor behaviour will not be tolerated in school, on the way to or from school or on social media where it impacts on the school community.

The most important rule for all of us in school is: Treat everyone with respect always.

1. Students must always treat each other, staff and all visitors to the school with respect and courtesy. Staff should be addressed either by their name or by their title, Miss/Sir'. Swearing is strictly forbidden.
2. Students must show the utmost respect for the prayer life of our school and behave in an appropriate manner during Masses, assemblies, prayers during lessons and any other religious event.
3. Outside school, all students must:

Aspire not to have more but to be more.

- Always remember that the reputation of Holy Family Catholic School depends on the students and the way they behave
- Be aware of members of the public, particularly elderly people or those with young children
- Go straight home at the end of the school day (unless attending a study club or other extracurricular activity), avoiding Walthamstow Central unless it is an essential part of their journey
- Leave school quietly after an extracurricular activity
- Behave well at bus stops/train stations and on public transport, offering seats to those who may need it. This includes never shouting, screaming or swearing, queuing sensibly, never pushing

If a student is approached or threatened by anyone in the street, he/she should return to school (if close enough) or into the nearest shop and ask for help. Parents/carers should report any such incidents to the police and to the school.

Students are also prohibited from being present in the Walthamstow shopping mall whilst wearing school uniform. If a student needs to purchase anything from the mall, they must first go home to get changed. Security staff at the mall are aware of this rule and will escort anyone in breach of this off the premises.

Note also that students in Years 7-11 should not go into local fast-food restaurants whilst in school uniform

4. All students are expected to arrive by 8.30am and will be marked late after 8.40am. Detentions will be set for lateness at lunchtime on the same day.

5. All students are expected to attend school regularly and punctually in accordance with statutory attendance requirements and the school's Attendance Policy. The school will work with students and families to identify and address barriers to regular attendance and will make appropriate adjustments and provide support where required.

6. Full school uniform must be worn by all students, to, from and in school. Students may request permission to remove their blazer or jumper in lessons in warm weather. Where students arrive in incorrect uniform, the school will seek to resolve the issue proportionately and minimise disruption to learning. This may include providing spare uniform, contacting parents/carers or other appropriate interventions.

7. Everyone is entitled to their own 'personal space'.

- Students must respect one another's personal space and avoid inappropriate physical contact.
- Fighting in any form, including 'play fighting' is strictly prohibited
- Any form of sexual touching is also strictly forbidden
- Possessing, posting or forwarding any sexual, nude or semi-nude pictures or videos of anyone under the age of 18 (including of yourself) is illegal and the Police will be informed.

8. Threatening, frightening or hurting another student or member of staff by word, action or gesture is bullying and is strictly forbidden and will always be dealt with very seriously.

Bullying includes:

- The harassment of someone (or causing injury to them) in relation to their race, religion, culture, sexual orientation, gender, special educational needs or disabilities. This includes bullying of an unnamed person or group of people and anyone who is part of the LGBTQ+ community
- Cyber-bullying via any form of communication technology either inside or outside school
- The taking of or deliberate damage to someone's property
- Demanding money

Any incident of bullying should always be reported to a member of staff either by the victim or by a witness or witnesses to the incident.

9. Students are expected to follow reasonable instructions promptly and respectfully. If concerns arise, these should be raised appropriately at a suitable time.

10. During fire drills and on other occasions where they are required to line up, students do so in silence and in register order.

11. Students should keep the school clean and tidy, so that it is a welcoming place we can all be proud of. This means putting litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work.

12. For lessons, all students must:

- Arrive on time
- Stand behind their desks until asked to be seated

- Adhere to the teacher's seating plan, including when the regular teacher is absent
- Bring all the equipment required for that lesson, including homework assignments that are due to be handed in
- Follow reasonable instructions promptly and respectfully.
- Listen attentively to the teacher and when other students are contributing
- Discuss ideas quietly when asked to work with others
- Work in silence when asked to do so
- Remain 'on task' throughout the lesson
- Work to the very best of their ability, only handing in work which has been completed to the highest possible standards
- Present their work well; use a pencil and a ruler where appropriate; underline titles; follow the green pen policy, etc
- Look after their exercise books and keep them free from graffiti
- Help other students when appropriate
- Leave the classroom tidy
- Never disrupt the learning of others.

13. All students are expected to have their student journal with them every day. Students must make sure that their parent/carer and form tutor sign it each week.

14. Homework is a vital part of learning and supports progress across all subjects.

- **Years 7–9:** Students are expected to complete *The Power Hour* each day as their homework. Tutors will monitor its completion.
- **Years 10–13:** Students will be set subject-specific homework by their teachers.

All students must:

- Record all homework in their student journal, including submission dates.
- Use the student journal to plan and manage work across the week.
- Complete all set tasks punctually and to the highest possible standard.
- Engage in purposeful study.

15. When moving around the building, all students must:

- Move briskly to lessons, never running or barging others
- Walk on the left
- Follow any 'one way' routes
- Be ready to help others by opening doors, standing back to let people pass, and helping to carry things
- Move around quietly, never shouting or screaming

Aspire not to have more but to be more.

- Wait quietly in a line outside the classroom when waiting for a member of staff to arrive

16. During lunchtime and break time, all students must:

- Follow the instructions of staff on duty
- When queuing for food, line up sensibly, quietly, in single file and never queue jump
- Eat snacks or lunch (including packed lunch) in the dining area only. Food and drinks are not to be consumed in the playground or any other area of the school
- Return their plates, trays, cutlery and cups to the designated area in the dining room. Plates must be scraped and stacked neatly
- Dispose all litter in bins
- Not be in areas of the school that are deemed to be out of bounds during break or lunchtime
- Only play ball games in designated areas of the playground
- Adhere to the same rules of respect for others as outlined earlier, in terms of personal space
- Never shout, scream or swear
- Not gather in large groups
- Not run into or around the building

17. All students must behave in an exemplary fashion when representing the school on educational visits and enrichment activities.

18. All students must make sure that their correspondence with others on social media is polite. Inflammatory language should never be used. The posting of indecent images is a criminal offence. If this type of behaviour comes to the attention of the school, serious consequences will result. (See e-Safety Policy)

19. Students must not bring sweets, drinks or any other items to sell to other students for profit. This practice is strictly forbidden.

20. Gambling in school is strictly forbidden. This includes games such as 'penny up the wall'.

21. Chewing gum is forbidden in school.

22. 'Fizzy' or sugary drinks and large packets of crisps or confectionery are very unhealthy and are not permitted.

23. Holy Family Catholic School operates a mobile phone-free environment throughout the school day, in line with the Department for Education's statutory guidance on mobile phones in schools and the duty placed on schools by section 36 of the Children's Wellbeing and Schools Act 2026.

For the purposes of this policy:

- Permitted basic phone: A simple, non-internet-enabled mobile phone capable only of making and receiving calls and sending and receiving text messages. It must not have internet access, social media, messaging apps or camera functionality.
- Prohibited smart device: A smartphone, smartwatch or other personal device with comparable smart functionality that is not permitted under the school's general mobile phone rules, unless an individual exception has been agreed.

Students must not have access to or use a mobile phone, smartwatch or other smart device with similar functionality during lessons, transitions, breaks, lunchtimes or at any other point during the school day, except where an individual exception has been agreed by the school. Prohibited smart devices, and any phone a student is not permitted to have, are items that staff may search for (see Rule 27).

Where a parent/carer considers that their child needs to carry a phone for their own safety, or because of the nature of their journey to and from school, the school will permit this on the following conditions:

- The device must be a simple, non-smart phone capable only of making and receiving calls and sending and receiving text messages. It must not be a smartphone, or any device capable of accessing the internet, social media or messaging apps, or of taking photographs or video.
- The device must remain switched off at all times during the school day and kept out of sight in the student's school bag from arrival on the school site until the end of the school day.
- The device must not be taken out, switched on or used for any purpose while on the school site, including during breaks and lunchtimes.
- Any breach of these conditions will be treated in line with the school's confiscation and behaviour procedures, and continued misuse may result in the exception being withdrawn for that student.

The school may agree individual exceptions where access to a mobile phone, smartwatch or other device is necessary because of a student's medical needs,

SEND, safeguarding needs or other exceptional circumstances. Any such exception will be considered on an individual basis and appropriate arrangements will be agreed with the student and their parent/carer. These arrangements may include reasonable adjustments concerning the type of device permitted, how and when it may be accessed or used, and where it should be kept during the school day. Students must follow the arrangements agreed by the school.

Students who need to contact a parent/carer during the school day should normally do so through the school office. Parents/carers who need to contact their child during the school day should normally contact the school rather than the student's personal device.

The purpose of this rule is to maintain a calm, safe and focused learning environment and to minimise the distraction, disruption and safeguarding concerns associated with smartphones and other smart devices. The school also recognises that some families may consider it necessary for a student to carry a phone for safety when travelling to and from school. The limited exception for a basic, calls-and-texts-only phone is intended to meet this need while preserving a mobile phone-free environment throughout the school day.

Individual exceptions for medical needs, SEND, safeguarding needs or other exceptional circumstances ensure that the rule can be applied appropriately to individual students while maintaining the school's overall mobile phone-free approach.

(Staff may search for these items; see Rule 27).

24. Alcohol, tobacco products and 'vapes' are forbidden in school. Vapes and vaping products are items that staff may search for (see Rule 27).

25. The school operates a 'zero tolerance' policy towards the carrying of any type of offensive weapon, e.g. knives and any other item that is deemed to be an offensive weapon by the Metropolitan Police.

26. The school operates a 'zero tolerance' policy towards both the possession and supply of illegal substances, both inside and outside of school.

27. In addition to the prohibited items set out in law (see Section 14 of the Positive Behaviour Policy), the Headteacher has identified the following items as banned items that staff may search for:

- vapes, e-cigarettes and vaping products, including refills and liquids (Rule 24)
- prohibited smart devices, including smartphones and smartwatches (Rule 23)
- any mobile phone that a student is not permitted to have under Rule 23

Staff may search a student or their possessions for these items if they have reasonable grounds to suspect a student has one. Reasonable force will not be used to search for these items.

Appendix B - Home-School Agreement

(To be signed in the school journal)

PARENTS/CARERS

I/We will:

- Support the Catholic ethos of the school, including encouraging my child to show kindness and consideration to others and to attend Mass regularly
- Always treat school staff with respect, never actively undermining staff or school policies
- Not make excuses or defend my child's poor behaviour
- Support the school's mobile phone rules, including ensuring that any phone my child brings to school meets the requirements of Rule 23 and remains switched off and out of sight throughout the school day.
- Make sure that my child's attendance is excellent and support the school's attendance policy, particularly with regard to not removing students from school during term time if they are not ill
- Make sure that my child arrives at school on time, properly equipped for lessons and dressed in correct school uniform (including correct shoes, PE kit etc.)
- Let the school know about any concerns or problems that might affect my child's work or behaviour
- Support the school's policies and guidelines for behaviour, including outside of school
- Take responsibility for my child's behaviour, including supporting the school in applying sanctions when school rules have been broken
- Monitor my child's use of 'social media' (including making sure that they are not accessing it at all until they are at least 13 years old) and the internet in general
- Support my child with their homework and other opportunities for home learning

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- Attend parents' evenings and other meetings about my child's progress
- Regularly check and sign my child's journal
- Encourage my child to love learning, to enjoy school and to take part in extracurricular activities
- Talk to my child about their experiences in school and encourage them to do their best, including checking their exercise books
- Attempt to support the school governors by making contributions to the school fund and other fundraising initiatives.

THE SCHOOL WILL:

- Demonstrate our faith and our school's foundation in the teachings of Jesus Christ, by what we teach, how we treat one another and how we worship in our school
- Provide a friendly welcome to your child and a secure, stimulating, Christian environment in which to learn, ensuring that your child feels valued and makes good progress in their spiritual, moral, emotional and academic development
- Do our utmost to provide the best possible education we can for your child, challenging them to strive for excellence in all they do
- Contact you if there is a problem with your child's behaviour, health, attendance, punctuality, equipment or uniform
- Let you know about any problems that may be affecting your child's work or behaviour
- Report on your child's academic progress
- Set, mark and monitor academic work
- Arrange parents' evenings in which progress will be discussed
- Provide a range of extracurricular opportunities
- Support your child through a range of academic and other interventions
- Keep you informed about school activities through letters home, the student journal, notices about special events, 'Family Matters' and the school's website

THE STUDENT

I shall:

- Do my best to see the image of God in every person I meet, treating them as I want them to treat me
- Play an active role in the spiritual life of the school
- Not disrupt the learning of others
- Attend school every day, on time
- Be respectful, considerate, polite, helpful and always tell the truth
- Wear the school uniform proudly and be tidy in appearance

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- Bring all the equipment I need every day, including the student journal and a reading book
- Be respectful of all school equipment and the built environment and help keep our school free from litter
- Do all my classwork and homework as well as I can
- Behave well, observing all school rules
- Not bring a mobile phone to school
- Take responsibility for my actions
- Participate in a variety of extracurricular activities
- Deliver notices and letters from home and school promptly and reliably
- Let someone at school know if I have any concerns about myself or others
- Be a good ambassador for the school whilst travelling to and from school and on educational visits
- Abide by the school rules on behaviour outside school

By sending your child to Holy Family Catholic School, you are agreeing to abide by the terms of this home-school agreement.

Signed (student)	
Signed (parent/carer)	
Signed: (Headteacher)	

Appendix C

Anti-Bullying Statement (In school Journal)

Threatening, frightening or hurting another student or member of staff by word, action or gesture is bullying and is strictly forbidden and will always be dealt with very seriously.

Bullying includes:

- The harassment of someone (or causing injury to them) in relation to their race, religion, culture, sexual orientation, gender, special educational needs or disabilities. This includes bullying of an unnamed person or group of people and anyone who is part of the LGBTQ+ community
- Cyber-bullying via any form of communication technology either inside or outside school
- The taking of or deliberate damage to someone's property

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- Demanding money

If you are bullied, or you notice someone being bullied, tell a member of staff verbally or in writing (by note or email) or use the SHARP referral system on the school's website.

What will happen if you bully others?

You will be subject to severe sanctions, up to and including permanent exclusion from the school and the involvement of the Police. You will also be given support to manage your own behaviour.

Appendix D

Handling racist, sexist, sexualised, HSB and homophobic incidents

This appendix serves to provide clarity on how we handle and sanction serious incidents of a racist, sexist, sexualised, HSB or homophobic nature. In this document, we aim to outline the process for dealing with these incidents and it should be read in conjunction with the HSB policy.

We acknowledge that incidents such as these are very serious and go against our ethos and values as a school, however, consideration must be given to the age of and minimal life experience of our students. It is therefore right that we will aim to support the victims and address and sanction the poor behaviour of the students while seeking support and guidance from outside professional agencies without stigmatising the students involved.

If a pupil uses or makes reference to racist, sexist, sexualised or homophobic language towards another pupil or a member of staff, it will be investigated using our school's safeguarding policy/HSB policy and a referral to borough and police will be made if necessary.

Appendix E

Non-Negotiables for Students

These are a subset of our school rules, designed to avoid disruption and time-wasting.

Education is vital - you only get one chance - hence all students MUST:

1. **ALWAYS** show respect for others. This means having due regard for the feelings, wishes and rights of others, both face to face and online.

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2. **FOLLOW** reasonable instructions promptly and respectfully. If concerns arise, these should be raised appropriately at a suitable time.
3. **ALWAYS** listen to your teacher and to others who contribute in lessons.
4. **BRING** correct equipment to all lessons
5. **ALWAYS** produce your very best classwork and homework (The Power Hour in Years 7-9).
6. **ALWAYS** wear the correct school uniform to, from and in school. Coats, hats, scarves, gloves etc. are not to be worn in lessons.
7. **FOLLOW** our school rules, including our phone policy.
8. **REPORT** poor behaviour or things you are concerned about to a member of staff or on SHARP.

Non-Negotiables for Staff

Education is vital - we only get one chance to get it right for our students- hence all staff MUST:

1. **ALWAYS** show respect towards students and fellow members of staff both teaching and non-teaching. This means having due regard for the feelings, wishes, rights and workload of others, both face to face and online;
2. **PLAN** and teach lessons in accordance with departmental curriculum maps considering the needs of all learners. The quality of education should not be different depending on which teacher a student happens to have - we must provide an excellent provision for each student;
3. **SUPPORT** school routines and procedures to minimise loss of learning time:
 - i. Staff need to be out at line ups on time taking charge of their class (walking up and down their line quietly making sure students are doing the right thing)
 - ii. Where the timetable permits it, staff should meet their classes at the door of their classroom to oversee their entrance
 - iii. Lessons must start with prayer and a retrieval task to consolidate previous learning
 - iv. Low level disruption must be dealt with by the teacher as prescribed in the school's Positive Behaviour Policy. On call must be used immediately for more serious issues and all instances of poor behaviour must be logged in SIMs to ensure the behaviour of each student is monitored and a record is kept of action. Staff should always adopt preventative strategies to avoid behaviour escalating
 - v. Set homework in line with the school's homework timetable. In Years 7-9, students are expected to complete, and tutors to monitor, *The Power Hour*. Homework must always be meaningful, focused on core knowledge, accessible to all students, and have clear value.
 - vi. Staff must dismiss their class from the door, row by row,

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- ensuring a calm and orderly exit
 - iv. Student work should be marked in line with departmental marking policies. Feedback should clearly link to the learning outcomes, and it should encourage students to reflect on their learning and progress
- 4. **ONLY** accept students' best work. Exercise books should be covered, and the Strive for Five Golden Rules of Presentation label should be glued onto the front cover;
- 5. **CONTACT** parents early on if there is a problem;
- 6. **LEAVE** classrooms tidy. Chairs should be put under the desks, there should be no litter on the floor, the board should be cleaned, and the door should be locked;
- 7. **REPORT** to duties on time. If you are unable to do your duty due to absence, you must inform your team leader via email so the duty can be covered;
- 8. **ADDRESS** poor standards of behaviour and uniform around the school. If you ignore it, you condone it;
- 9. **ATTEND** calendared meetings, Friday training and partake in learning walks and other quality assurance exercises;
- 10. **MODEL** professionalism through your language, tone, mannerisms and appearance;
- 11. **NEVER** feel that you are on your own. Always share concerns and seek advice about classes or individuals.

Appendix F Roles and Responsibilities

The Role of All Staff

- Speak with respect, kindness and care.
- Role model our shared values.
- Recognise positive behaviours exhibited by our students and never ignore behaviour which does not meet our expectations.
- Use our Positive Achievement system fairly and consistently to recognise and reward positive behaviours which reflect our values.
- Support the Mission Statement and the Roman Catholic ethos of the School.

The Role of the Students

- Show everyone kindness and care.
- Have respect for other students, staff and visitors.
- Work hard to achieve your potential.
- Come to school every day, on time and properly equipped for learning.
- Always wear uniform correctly and with pride.
- Stay safe and ensure others are kept safe.

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- Participate and contribute to the school and community.
- Support the Mission Statement and the Roman Catholic ethos of the school.

The Role of Parents/Carers

- Speak with respect, kindness and care.
- Role model our shared values.
- Support the school expectations.
- Ensure students come to school every day, on time and are ready to learn
- Support learning at home.
- Support the school through attendance at parent meetings and school events.
- Approach the school early with problems and work with staff to resolve them.
- Support good communication between home and school.
- Support the Mission Statement and the Roman Catholic ethos of the school.

The Role of the Support Staff

- Meet and greet students.
- Model positive behaviours and build relationships
- Know your students.
- Support the needs of all learners.
- Be a visible presence.
- Use the Positive Achievement system fairly and consistently to recognise and reward positive behaviours which reflect our values.
- Support the Mission Statement and the Roman Catholic ethos of the school.

The Role of the Classroom Teacher

- Be a visible presence.
- Be on time to line up or, for certain Year Groups, meet and greet students at the door.
- Model positive behaviours and build relationships.
- Know your students by learning their names and making full use of the primary transition notes, Pupil Passports, Mint Class and student assessment data.
- Ensure each class has a seating plan using Mint Class.
- Plan lessons that engage, challenge and meet the needs of all learners,
- Organise and teach your students clear routines.
- Be clear about your expectations all the time. Narrate how you want each task to be performed.
- Ensure students articulate using full sentences.
- Adhere to and uphold the school's rules.

- Reboot behaviour expectations when needed.
- Use the Positive Achievement system fairly and consistently to recognise and reward positive behaviours which reflect our values.
- Have clear end of lesson routines for tidying the room that utilises the students.
- Dismiss students row by row in silence and in proper uniform
- Support the Mission Statement and the Roman Catholic ethos of the School.

The Role of the Head of Department

- Meet and greet students.
- Be a visible presence.
- Support and guide colleagues.
- Ensure that staff in your department follow the Curriculum Map and that the lessons that are planned engage, challenge and meet the needs of all learners.
- Ensure the department has a clear system for managing behaviour, that these systems are known by your staff and that the systems are reviewed regularly.
- Ensure that the school's Positive Behaviour Policy is implemented consistently in their department including agreed school-wide routines.
- Monitor classroom practice by regularly popping into the lessons of colleagues and looking at student books.
- Celebrate staff and students who go above and beyond.
- Encourage positive communication home.
- Have 'Behaviour' as a standing agenda item for department meetings
- Ensure staff training needs are identified and supported.
- Use data to ensure consistency and success of approach.
- Support the Mission Statement and the Roman Catholic ethos of the school.

The Role of the Form Tutor

- Ensure their tutor group has an established and consistent seating plan to optimise learning and minimise low level disruption.
- Be on time to line up or, for certain Year Groups, meet and greet students at the door.
- Establish and embed effective classroom routines to create a safe and purposeful learning environment for all students
- Deliver high quality tutor time activities.
- Work to create a cohesive tutor group with a positive ethos by promoting supportive peer relationships.
- Promote and signpost students to appropriate sources of support for safety and wellbeing.
- Monitor pupil wellbeing, behaviour, attendance, and punctuality as the first step in identifying and intervening in emerging concerns
- Check uniform.

- Report emerging concerns using appropriate systems and processes
- Reward positive behaviour and take/support action to improve behaviour
- Provide feedback through the reporting system.
- Communicate regularly with parents and carers, subject staff and others as appropriate.
- Communicate, reinforce, and action the expectations of the school behaviour policy.
- Support the Mission Statement and the Roman Catholic ethos of the school.

The Role of the Head of Year

- Meet and greet students.
- Be a visible presence.
- Support and guide colleagues in dealing with student issues
- Lead a team of Form Tutors.
- To know all students in the year group as well as possible, and to become accepted as a person to whom they can turn to for guidance, in addition to their Form Tutor.
- To ensure that a range of purposeful activities take place at registration time.
- To monitor Form Time behaviour and activities by regularly visiting Form rooms.
- Promote the development of character, positive behaviour and well-being through the use of assemblies and general communication with students.
- Ensure a calm and orderly entry and dismissal at assemblies.
- To coordinate all information received from staff, parents and outside agencies regarding individual students and to ensure that this information is distributed correctly and check that action is taken where and when necessary.
- Celebrate staff and students who go above and beyond.
- Establish and maintain positive relationships with parents and carers.
- Ensure training needs are identified and supported.
- Identify, coordinate and monitor intervention and support in regard to behaviour, attendance, punctuality and wellbeing.
- To support the detention system through collection and monitoring.
- Use data to ensure consistency and success of approach.
- To contribute to the implementation and review of student support and intervention plans.
- To liaise closely with outside agencies such as local clergy, Schools Psychological Service, Social Services, Police Liaison Officer, medical staff, school counsellor and others as appropriate.
- Ensure that the achievements of the year group are properly recognised and celebrated.
- To plan reward trips and visits across the school year.

- Support the Mission Statement and the Roman Catholic ethos of the school.

The Role of the Senior Leadership Team

- Ensure that the policy, guidelines and procedures are being implemented
- Meet and greet students at all opportunities
- Be a visible presence at transition periods and social times
- Celebrate staff and students who go above and beyond
- Share good practice
- Support the Pastoral and Department leads they line manage with the implementation of the Positive Behaviour Policy within their designated area of responsibility.
- Support the Mission Statement and the Roman Catholic ethos of the school.

The Role of the AHTs with Responsibility for Behaviour

- Ensure day-to-day implementation of the school's behaviour policy and related systems and procedures.
- liaise with outside agencies and arrangement of specialist support.
- Identify and provide for staff development needs.
- Monitor whole school data relating to behaviour, attendance, and punctuality, including referrals and exclusions.
- Use data to assess policy and practice.
- Review provision and support for students on a regular basis.
- Lead behaviour and attendance concern meetings with parents of students persistently breaking the school rules and expectations.
- Ensure that both general and targeted interventions are available and used to improve pupil behaviour.
- Support in the presentation of cases and present cases for FAP and any other managed moves to suitable alternative provisions.
- Support in gathering required documentation for internal and external exclusion panels.
- Support the Mission Statement and the Roman Catholic ethos of the School.

The Role of the SENDCO

- To work with teaching staff, tutors, and Heads of Year to ensure students with additional needs are identified in a timely way using the school's referral.
- Ensure all students with additional needs, including those with SEMH, are placed on the additional needs register and key strategies to support regulation and behaviour are made available to staff.
- To coordinate the creation and sharing of high-quality Student Passports and plans for all students including those with: with emotional

and behaviour needs in accordance with the SEND code of practice.

- Work collaboratively with students, parents, staff, and professionals to coordinate support for identified students.
- Liaise with relevant external agencies and share advice with staff and parents in an accessible and timely way.
- Support the Mission Statement and the Roman Catholic ethos of the School.

The Role of the Deputy Headteacher DSL/Inclusion

- School Designated Safeguarding Lead.
- Overall responsibility for the implementation and review of the school's behaviour policy and related systems and procedures.
- Oversee liaison with outside agencies and arrangement of specialist support.
- Identify and provide for staff development needs.
- Monitor whole school data relating to behaviour, attendance, and punctuality, including referrals and exclusions.
- Lead reintegration meetings post suspension with parents and if not available organise an appropriate staff member to take the meeting.
- Report key data such as exclusions and referrals to the Governors.
- Prepare and present cases for FAP and any other managed moves to suitable alternative provisions.
- Support in gathering required documentation for internal and external exclusion panels.
- Support the Mission Statement and the Roman Catholic ethos of the school.

The Role of the Headteacher

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that the adults within the school model and teach the behaviour of a good citizen.
- Makes decisions on all suspensions and exclusions issued to students
- Support the Mission Statement and the Roman Catholic ethos of the school.

The Role of the Governing Body

- Support rewards and reward ceremonies.
- Sit on exclusion panels as required (non-staff governors only).
- Monitor and review the effectiveness of the behaviour policy through

the analysis of school data and reports.

- Support the Mission Statement and the Roman Catholic ethos of the school.

Appendix G What, How and Why

Questions	What we will see	How we will see it	Why we will see it
What do student line ups look like?	- Students responding to the whistle (one-freeze, two-move to line, three-silence) - Students in straight lines facing the front, no talking, uniform correct and students ready to go inside - Teachers walking up and down their line taking charge of their class using non-verbal cues - Notices given by the line-up lead and then classes dismissed a class at a time - Students walking in single file to their classroom	- Staff experience a robust and informative INSET at the start of the year that provides clarity over expectations for being effective in their role and continue to revisit it in training sessions for staff, staff meetings, staff briefing and through the staff bulletin - All new staff complete a detailed induction programme with intensive workaround behaviour included - Students will be taught this behaviour at the start of the school year and we will continue to revisit it through half-termly assemblies promoting ethos and behaviour expectations - Staff will be supported by SLT/ASLT at line ups	- Because we can give students important messages in line-ups at the start of the day, check uniform and ensure they enter the building ready for the day in an orderly way. - Because after break and lunch, having students enter from line up ensures a prompt and orderly start to lessons. - Because the faster students are silent, the faster they can be dismissed to lessons. - Because having all students enter the building at once is unsafe, so line-ups help us to control entry - Because students, staff and parents are clear about the expectations

Questions	What we will see	How we will see it	Why we will see it
How do students enter and leave classrooms?	• Students arrive to lessons on time • Students are met and greeted at the door by their teacher • Students enter the classroom quietly and go to their designated seat • Students stand behind their chair, they take out what they need for the lesson, they put their bags down and they join their hands ready for their prayer • Students say the prayer with reverence, and they then wait to be told to sit down by their teacher • Lessons will start with The Big Question • The teacher will call the attendance register. • Towards the end of the lesson the teacher will walk around the classroom with the bin and ask students to pick	• Staff experience a robust and informative INSET at the start of the year that provides clarity over expectations for being effective in their role and continue to revisit it in training sessions for staff, staff meetings, staff briefing and through the staff bulletin • All new staff complete a detailed induction programme with intensive work around behaviour included • Instructional coaching for staff who require additional support • Students will be taught this behaviour at the start of the school year and we will continue to revisit it through half-termly assemblies promoting ethos and behaviour expectations • We will have high expectations of our students	• Because every minute lost adds up - if a student is 2 minutes late to every lesson, every day of the week, they have lost 50 minutes learning in the week; if they are 5 minutes late to every lesson they have lost almost 2 hours per week • Because each student who is late disrupts learning for the rest of the class • Because a prompt and orderly start to each lesson means that students can begin their learning quickly • Because a prompt and orderly end to each lesson means students leave in time to get to their lesson punctually • Because students,

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	up any litter from the floor • Students will write any homework set neatly into their journal • A student will be asked to clean the whiteboard • Books will be collected and neatly stored away • Students will pack away their things, will tuck in their chairs, will straighten their desks and be silent, ready for the dismissal • Students will be dismissed on time with the teacher standing by the door dismissing students a section/row at a time	and we will feel confident expressing those expectations • Staff will always address minor student transgressions when it's not quite right and allow students to correct the behaviour however students will be sanctioned for more serious transgressions or for repeated behaviour • We will monitor start and end of lessons through our QA process, through Departmental drop-ins, through on-call walkabouts and during informal pop-ins	staff and parents are clear about the expectations
Questions	What we will see	How we will see it	Why we will see it
What are the routines for learning we will see in all classrooms?	• See start and end of lesson routines above • During teacher explanation, students have their eyes on the teacher	• Staff experience a robust and informative INSET at the start of the year that provides clarity over expectations for being effective in their role and	• Because every student has the right to learn and not have their learning impacted upon by the actions of others • Because every second of

	• During individual work, students are in silence • During group work, student talk is confidently managed by the teacher • Only one person speaks at any time • Students raise their hand if they wish to ask something • Where reading is being done, students track the reading • Student journals are out on their desks • The teacher is either circulating or is strategically placed • In practical lessons students are moving around safely and only when permission has been given • Students address the teacher, and each other, respectfully and are encouraged to articulate clearly and formally using full sentences.	continue to revisit it in training sessions for staff, staff meetings, staff briefing and through the staff bulletin • All new staff complete a detailed induction programme with intensive work around behaviour included • Students will be taught this behaviour at the start of the school year, and we will continue to revisit it through half-termly assemblies promoting ethos and behaviour expectations • We will display clearly in each classroom the rules/expectations • Staff will always address minor student transgressions when it's not quite right and allow students to correct their behaviour however students will be sanctioned for more serious transgressions or for repeated behaviour • We will monitor through	teaching and learning counts • Because we want to give our students our very best • Because we know the importance of education - it transforms lives • Because students, staff and parents are clear about the expectations
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		regular lesson pop-ins as part of our QA process, through Departmental drop-ins and through on-call walkabouts • We will encourage teachers to send for on-call if there is disruption or a class is slow to settle • Instructional coaching for staff who require additional support	
Questions	What we will see	How we will see it	Why we will see it
What will lesson change-over look like in the corridors?	• Students walking briskly and purposefully to their next lesson • Students not running nor loitering or deliberately take their time • Students not shouting or touching others • Students following one-way systems where they exist • Students keeping left on corridors • Students respectfully holding doors open and	• Students will be taught this behaviour at the start of the school year, and we will continue to revisit it through half-termly assemblies promoting ethos and behaviour expectations • Signage will serve as visual reminders • Staff will always address minor student transgressions when it's not quite right and allow students to correct their behaviour however students	• Because our buildings have narrow corridors in some places, students must avoid blocking them so all can be punctual to lessons • Because poor behaviour in corridors and on stairs can lead to accidents • Because poor behaviour does not show respect for others

	- moving safely - Students do not eat or drinking on the corridors or dropping litter and showing respect for their environment	will be sanctioned for more serious transgressions or for repeated poor behaviour SLT/ASLT members who are not teaching will be supervising 'hotspots' (areas of the school which will see a lot of footfall at any given time)	Because students, staff and parents are clear about the expectations
Questions	What we will see	How we will see it	Why we will see it
How will students enter and leave assemblies?	- Students will take their coats off before they enter the assembly hall and they will hold their bag in their hand - Students will enter the assembly hall in silence and sit where directed to do so - Students will have their eyes on the speaker and will sit in silence until expected to participate - Students will participate respectfully remembering that our Worship in this school is more than just a legal	- Expectations will be made clear to students before they start to make their way to the assembly hall - Form Tutors will support in making sure their tutees are ready to enter in the correct manner - Form Tutors will stand beside their Form and monitor conduct - HoYs and SLT will assist - Staff will always address minor student transgressions when it's not quite right and allow students to correct the behaviour however students	- Because assemblies are formal occasions and require formality - Because assemblies are often when our school halls are transformed into places of worship - Because following assemblies, we need to go into lessons ready to learn - Because students, staff and parents are clear about the expectations

	requirement, it is an integral part of school life and central to the Catholic tradition • Students will be dismissed from the assembly row by row • Students will remain silent until they leave the assembly hall	will be sanctioned for more serious transgressions or for repeated behaviour	
What will we see students doing in the canteen at break and lunch times?	• Students lining up for the server in single file • Students remember their manners by talking to the canteen staff using full sentences and by saying please and thank you • Students going straight to the seating area and taking a seat to eat their food • No student taking food outside • No student eating standing up • Students eating their food and not making a mess on the table • Students tidying up after	• Students will be taught this behaviour at the start of the school year, and we will continue to revisit it through half-termly assemblies promoting ethos and behaviour expectations • We teach good manners and respect and the right and wrong behaviour in and out of school within our PSHE curriculum • We will reward students who we see doing acts of kindness • Staff will always address minor student transgressions when it's not quite right and allow	• Because every student and staff member deserves to enjoy their break and lunchtime and feel safe • Because the staff working in the canteen deserve respect and kindness • Because everyone deserves to eat their lunch in a pleasant environment • Because students, staff and parents are clear about the expectations

	themselves leaving nothing on the table or the floor • Students clearing their plates and disposing of their cutlery in the appropriate areas. Students stacking their trays neatly • Students leaving the dining area once they have eaten	students to correct the behaviour however students will be sanctioned for more serious transgressions or for repeated behaviour • Signage will serve as visual reminders • There will always be a senior leader on duty in the lunch hall	
Questions	What we will see	How we will see it	Why we will see it
What will student behaviour look like in the playgrounds?	• Students playing within sight of the adults on duty • Students not being in unsupervised areas (including inside the school building) • No rough or unsafe play • Every game being open to whoever wants to play if student numbers do not make it unsafe • Students being polite and courteous to staff and to each other	• Students will be taught this behaviour at the start of the school year, and we will continue to revisit it through half-termly assemblies promoting ethos and behaviour expectations • A member of staff will always be on duty in the playgrounds. The staff members will be wearing a hi-visibility jacket so they can be seen by students and staff are expected to be 'actively' on duty	• Because every student deserves to enjoy their break and lunchtime and feel safe • Because we all deserve a clean and litter-free environment • Because students, staff and parents are clear about the expectations

	• Positive interactions between students • Students working out problems themselves by reminding others of the rules, asking others to stop specific behaviours, walking away, playing with someone else, etc. • Students seeking help from adults on duty if they cannot resolve the problem themselves • Students seeking help from the adult on duty if they are hurt, see another person hurt, or are concerned about the physical or emotional safety of others • Students changing behaviour when requested to do so by the adults on duty • Students following all instructions the first time • Students walking to their designated area in the playgrounds when the end of break/end of lunch	• Staff are to look out for any unsafe play and will remove anyone from the playground who they feel has acted in an unsafe or unkind way • The right and wrong behaviour in and out of school, consent and boundaries, positive and healthy relationships, friendships and managing them, and peer pressure are taught within our PSHE curriculum • Staff will always address minor student transgressions when it's not quite right and allow students to correct the behaviour however students will be sanctioned for more serious transgressions or for repeated behaviour	
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	- warning bells sound - Students stopping and freezing when the first whistle is blown, moving to their lines on the second whistle and being silent on the third		
Questions	What we will see	How we will see it	Why we will see it
How will we see students wearing their uniform?	- Students will be in approved uniform (see Appendix L) - Students will be wearing their blazers unless they have been given permission to remove it due to the heat - Students will be wearing black formal school shoes; trainers are not permitted except for sporting activities - Students will have their ties on and their shirts tucked in - Students complying with requests to fix their uniform and not answering back	- Uniform expectations will be made clear to parents and students at start of year meetings - Uniform expectations will be published on the school website, in the Parent Handbook and in the student journal - Expectations will be made clear to students at the start of the school year, and we will continue to revisit it throughout the year - Form Tutors will check uniform first thing in the morning - All staff will continue to check uniform throughout the school day	- Because their uniform is part of their identity as a student of Holy Family Catholic School - Because it helps create a professional working environment - Because the way a student wears their uniform shows their commitment to their studies - Because students, staff and parents are clear about the expectations

		• Staff will always address minor uniform infringements when it's not quite right and allow students to 'put themselves right' however students will be sanctioned for repeated behaviour	
Questions	What we will see	How we will see it	Why we will see it
How do students leave school at the end of the day?	• Students leaving calmly • Students being courteous to the member of staff on gate duty • Students quickly moving away from the gate and not loitering • Students walking down the road calmly and not in large groups • Students being mindful and respectful of other pedestrians by giving them room to pass • Students being helpful by allowing the elderly or those with children to board buses first • Students obeying all school rules	• Students will be taught this behaviour at the start of the school year and we will continue to revisit it through half-termly assemblies promoting ethos and behaviour expectations • A member of staff will be on gate duty with more members of staff on duty in the close vicinity • Students who do not meet expectations will be sanctioned appropriately	• Because students are ambassadors of our school and their behaviour, both inside and outside of school, must always reflect our Christian values • Because students, staff and parents are clear about the expectations

Appendix H Responding to Inappropriate Behaviour

Low Level Misbehaviour Dropping/walking past litter, slow to line up, not listening to the speaker, interrupting others, incorrect uniform or kit, lack of equipment (Not exhaustive but included for guidance and shared understanding)			Serious Misbehaviour Swearing, bullying, defiance, violence (Suggested not binding, dependent on circumstance)
Low Level One Off	Low Level Repeated	Low Level Persistent	Serious Incident
You should: • Use non verbal cues to avoid disruption to teaching and learning • Express private, firm disapproval • Reset expectations and set a target to get an achievement point for desirable behaviour • Allow take up time to let the student save face/to process your instruction/to avoid confrontation in front of an audience	You should: • Move their seat • Give a closed choice: You can either get on with your work now or you can finish it at break time. • Keep them back briefly at break/lunch/after school to reset expectations • Send for the On Call teacher to give them time out, under their supervision, with the intention of resetting expectations and a return to the class. • Record the behaviour	You should: • Send for the On-Call teacher and request for removal of the student • Follow up with a phone call or email home • Discuss with your HoD the possible need for a restorative meeting to take place and the support which will be available for you • Place the student on a Department Report to monitor subsequent behaviour and attitude • Record the behaviour and any communication with	You will: • Ensure that everyone is safe and send for SLT using the On-Call button on the staff homepage • Record the behaviour on SIMS. Senior Leaders will: • Remove the child from the classroom/playground • Call Parents Senior leaders might: • Set an internal exclusion if appropriate. • Issue a suspension or

	in the student's journal for the attention of their parent Record the behaviour on SIMS	parents on SIMS.	permanent exclusion if appropriate
Reasonable adjustments - for age, stage and development. Where a child has a disability and this adversely affects their behaviour, we make reasonable adjustments to our policies, the physical environment, the support we offer and how we respond to situations.			

Appendix I Consistent Calm Adult Scripts

For Low Level One Off and Low Level Repeated	1) Redirection / Reminder - Gentle encouragement, a 'nudge' in the right direction. - A reminder of our three simple rules - Ready, Respectful, Safe - delivered privately wherever possible. Repeat reminders if necessary. - De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. - Praise will be given if the student is able to model good behaviour because of the reminder. 2) Caution - A clear verbal warning delivered privately wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. - The student has a choice to do the right thing. Students will be reminded of their previous good conduct to prove that they can make good choices. "Stop, think, ...make the right choice." "Think carefully about your next step" 3) Last Chance - Speak to the student privately and give them a final opportunity to engage. Use the scripted intervention
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	• I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Holy Family, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time, see me for 5 minutes after class/during break) • Do you remember yesterday/last week when you... (refer to previous positives)? That's the you I want to see, otherwise I will have to send for on call. I need to continue with the lesson.
For Low Level Persistent	Script when you have requested time out, under the supervision of the on-call teacher, with the intention of resetting expectations and returning to the class • I need to continue with the lesson, and I need you to have a moment to reset yourself to be ready/respectful/safe for this lesson. • On return the student is welcomed back to class where they will be greeted by the staff member – they will NOT discuss the incident or make any reference to it at this point. • Restorative/Repair Conversation to be had privately where possible. 5 questions are usually enough from the following: What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Appendix J Recording in SIMS

Steps	Staff Action
1	Using the ' Find student ' feature on the home page, search for specific pupil(s) in SIMS. Check you have the correct pupil – year and form group.
2	Click on the ' Behaviour ' Tab on the pupil's basic detail profile.
3	Add New Incident: Under section 4 of the Behaviour Management page, click 'New' to add incident. A new incident details box will open.
4	Type: Click on the 'Type' drop down menu and choose the misbehaviour description which accurately describes the incident.
5	Location and time – please ensure this is accurately recorded via the location and time drop down menus.
6	Description: Add a summary description of the incident, this should be a factual description of the event using professional language and must provide more detail than the drop down. Please note, these comments may be shared in professional meetings and with parents/carers.
7	Informing Parents: Where students have behaved in a manner that requires the behaviour to be recorded as per this policy and the behaviour for learning pathways then parents should be notified of the concern. Please use the 'parents/carers informed' drop down to record the method of communication. It is an expectation that parents are informed when students are disrupting lessons by the class teacher
8	Action taken must be recorded. Adding the behaviour incident and the allocation of consequence points is not a sanction or intervention. There must be a follow up, the minimum being a phone call home, call back and a verbal reminder of the school rules. Please ensure the sanction given is proportionate to the level of misbehaviour displayed.
9	Actioned by: Finish the record by adding your name under the 'actioned by' select staff tab – search using either surname or forename. Add the names of any other staff connected to the incident if appropriate.
10	SAVE - Please ensure you save your record before closing SIMS down.

Adding Rewards

Steps	Staff Action
1	Using the 'Find student' feature on the home page, search for specific pupil(s) in SIMS. Check you have the correct pupil – year and form group.
2	Click on the 'Achievement' Tab on the pupil's basic detail profile. Choose type and use the comments box if necessary to give a description of the rewardable behaviour
3	If applicable record what any other specific award given and how parents were informed
4	Complete by recording the staff member awarding the achievement - this is always necessary and save.

Appendix K Rewards Policy

At Holy Family Catholic School and Sixth Form, we believe in recognising and celebrating the achievements and positive behaviour of our students. Our rewards policy aims to create a positive and motivating environment where students are encouraged to strive for excellence, contribute to the school community, and exhibit exemplary behaviour. This policy is applicable to all students within the school and will be consistently implemented across all year groups.

The Rewards Policy is based on the following six principles:

A - Achievement
 S - Service
 P - Participation
 I - Integrity
 R - Respect
 E - Equity

Through the rewards policy Holy Family will be a place of:

- **Fairness and Equality:** The rewards policy will be fair, transparent, and applicable to all students, regardless of their background or ability.
- **Positive Reinforcement:** Rewards will primarily focus on acknowledging and reinforcing positive behaviour and achievements.

Aspire not to have more but to be more.

- **Inclusivity:** The rewards policy will encompass a diverse range of achievements, including academic, personal, extracurricular, and social accomplishments.
- **Developmental Approach:** The rewards ladder will provide opportunities for students to progress and achieve higher recognition as they advance through the school.

The Jack Petchey Award

Nominations for Jack Petchey awards will be promoted by CLs, YLs, ASLs and Form Tutors. Each department will be expected to have a monthly nomination. Winners will be decided upon by the Jack Petchey Committee.

Half Termly Awards

The top 10 students with the most achievement points at half term will attend Afternoon Tea with the Headteacher.

Termly Awards

The achievements of students will be recognised at the end of term one and two. These will be decided upon by the pastoral team and nominations will be made by form tutors. These awards will be in the form of certificates.

1. **Academic Excellence Award:** Recognises students who have consistently demonstrated outstanding academic performance throughout the term.
2. **Most Improved Student Award:** Acknowledges students who have shown significant progress and improvement in their academic performance compared to previous terms or initial benchmarks.
3. **Leadership Award:** Recognises students who have demonstrated exceptional leadership skills, taking initiative in organising events, leading teams, or serving as role models for their peers.
4. **Community Service Award:** Acknowledges students who have made significant contributions to their community through volunteer work, service projects, or social initiatives.
5. **Sports Achievement Award:** Recognises students who have excelled in sports activities, representing their school in competitions, achieving personal milestones, or displaying exceptional sportsmanship.
6. **Teamwork Award:** Acknowledges students who have demonstrated outstanding collaboration and teamwork skills, fostering a positive and cooperative environment within their classroom or extracurricular activities.
7. **Catholic Ethos Award:** Recognises students who have consistently displayed qualities such as integrity, honesty, empathy, respect, and responsibility, serving as exemplary role models for their peers.

8. **Attendance and Punctuality:** Acknowledges students with excellent attendance records, promoting the value of punctuality and regular attendance over the term.
9. **Tutor Group award:** Each term a tutor will be awarded a tutor group of the term prize. This will be celebrated with a pizza party.

End of Year Achievement Awards

End of year achievement awards will take place as a series of year group achievement mornings.

- Students (a girl and boy) will be awarded prizes for achievement in individual subjects and top girl and boy in each year group.
- All students in the year group will be present for the prize giving.
- Years Leaders and SLT to present the awards in the assemblies.
- Parents of winning students will be invited to join and sit at the back of the assembly and offered tea/coffee on arrival. Students/parents will not know which subject they have won the award in until the morning.
- Headteacher Award in each year group (This winner will be voted by the year team and will be the most outstanding student of the year. The winners will receive a voucher in addition to their shield and certificate).

The criteria for the Headteacher award will be as follows:

- Participation in extracurricular activities
- Demonstrated Catholic qualities such as integrity, honesty, empathy, respect, and responsibility, serving as an exemplary role model for their peers.
- Has made significant contributions to the community through volunteer work, service projects, or social initiatives.
- Students who have shown significant progress and improvement in their academic performance compared to previous terms or initial benchmarks or maintaining excellent academic achievement.

All winners will have extended features in our school publicity.

Day to Day Rewards

On a day-to-day basis, staff should reward students using the methods as detailed on page 3 of this policy. Achievement points can be awarded to students via SIMS and the accumulation of points will trigger the following rewards:

Achievement Trigger Points		
Across One Academic Year		
Number of achievement points	Reward to be given	Actioned by
10	Postcard home from Form Tutor	Form Tutor
30	Phone call home from the Assistant Head of Year	AHoY
50	Student earns bronze badge	AHoY
75	Student earns silver badge	AHoY
100	Student earns gold badge	AHoY
175	Student earns platinum badge	AHoY
200	Special award presented by the Headteacher at Presentation Assembly or Presentation Night	AHoY

Termly		
Number of achievement points	Reward to be given	Actioned by
Students on top ten achievement list in each year group	Students will receive a letter home detailing their achievements in the term so far plus entry into the termly lottery to be drawn on the last day of term.	AHoY
Top two students with the most Achievement Points from each year group	Afternoon Tea with the Headteacher	AHoY
Tutor group with the most Achievement Points per year group	The Tutor Group with the most Achievement Points per year group will receive a prize to be decided by the Deputy Head/Head of Year	AHoY

Weekly		
Student with the highest amount of Achievement Points within their Tutor Group for the week	Student is 'Student of the Week', their name is read out in assembly and they are to receive a skip the queue lunch pass. Form Tutor to call or email home. Record the communication on SIMS.	AHoY

Appendix L Our School Uniform

Item	Compulsory or optional Gender/year group	Notes
Everyday branded uniform		
School blazer 	<u>Compulsory</u> All students All year groups All the time	All year
School tie 	<u>Compulsory</u> All students All year groups All the time	All year
Red kilt 	<u>Compulsory</u> for Female students in Yrs 7 & 8	All year

Black kilt 	<u>Compulsory</u> for Female students in Yrs 9, 10 & 11	All year
Boys trousers - <i>Not branded</i> Black only 	<u>Compulsory</u> for Male students All year groups All of the time	Must be formal trousers No 'jean' style or skinny-fit All year
Shirt White Long sleeved or Short sleeved 	<u>Compulsory</u> All students All year groups All of the time	
Girls trousers - <i>Branded</i> 	Optional Female students All year groups	Must be bought from approved stockists (Speedstitch or Carolina) and must have school badge

School v-neck jumper 	Optional All students All year groups	
Branded accessories		
Knitted hat 	Optional All students All year groups	
Scarf 	Optional All students All year groups	
Branded PE Kit		

PE track top 	Optional item All students All year groups	No other jacket/tracksuit top may be worn Great for winter months when students will do PE outdoors Plain black skins may be worn under PE polo (outdoors only)
PE track pants 	Optional item All students All year groups	No other tracksuit bottoms may be worn Great for winter months when students will do PE outdoors
PE training pants 	Optional item All students All year groups	Great for winter months when students will do PE outdoors Plain black skins may be worn under school shorts (outdoors only)
PE skort 	Optional item Female students All year groups	Skort can be worn instead of shorts if preferred

PE bag 	Optional All students All year groups	
Other items - non-branded		
School shoes Black only	<u>Compulsory</u> All students All year groups All the time	Only formal black shoes are permissible. NOT 'leather' Vans, Nikes etc. NOT suede NOT canvas shoes. NOT boots. NOT shoes that look like trainers Shoes that enclose the foot must be worn for D&T (no ballerina type shoes)
PE trainers (non marking soles)	<u>Compulsory</u> All students All year groups All the time	

Socks or tights Black only	<u>Compulsory</u> All students All year groups All the time	
School bag Black only	<u>Compulsory</u> All students All year groups All the time	
Coats Black only		Not to be worn in class
Gloves Black	Optional	Not to be worn in class
Scarves Only Holy Family branded or plain black scarves are permissible	Optional	Not to be worn in class
Hats Only Holy Family branded or plain black hats are permissible	Optional	Not to be worn in the building
Hair accessories Black or white only (see footnotes for information on braids/extensions)		

- Jewellery is not permitted. The only acceptable items are a watch and a small cross and chain.
- Make-up is NOT to be worn in school (or to and from school)
- Nail extensions and nail polish are NOT to be worn in school (or to and from school)
- Hairstyles are to be appropriate for the workplace - long hair must be tied back in lessons where there is a risk to safety. Hair colouring is allowed but colours that are not natural are not allowed, e.g. blue, green, red etc
- Students may dye their hair to another natural colour - e.g. if a student's natural hair colour is brown, they may dye their hair blonde
- Hair extensions should follow the same rule as hair colouring - colours which are not natural should not be allowed.
- Beads are allowed as long as they are black, white or clear (hair accessories are already allowed in these colours)
- Wraps and similar items are not allowed.

HFCS Behaviour Protocol

One page document

Rooted in our Catholic Ethos and Values

Supporting each student to flourish and 'be more,' recognising the dignity of every person and the importance of restorative justice.

Principles underpinning this approach

We believe in the God-given potential of every student and in their ability to learn from mistakes. Behaviour expectations are clear, consistent and built on Gospel values of respect, compassion, reconciliation and justice. Every student has the right to learn in a safe, calm and purposeful environment. Every teacher has the right to teach free from disruption.

Issuing Behaviour and Achievement Points

Achievement points reward effort, service, participation and integrity. Logged on SIMS and celebrated in assemblies, journals, and postcards home.
Behaviour points are logged for actions that disrupt learning or breach expectations. Staff should always log incidents in SIMS and note details in the student journal to ensure clarity and transparency.
 Behaviour data is reviewed daily to inform interventions and support.

On Call System

Used when behaviour makes learning impossible or safety is compromised. Teachers complete the on-call form; the student is removed from the lesson. An after-school detention is automatically issued. A reconciliation conversation should take place before the student returns to the class. Repeated on calls trigger further sanctions and support plans.

Detentions

Staff-Managed Detentions: Any member of staff may issue a detention. They must:

- Notify the student of the date, time and location.
- Inform parents via SIMS InTouch, email, or phone call.
- Supervise the detention and ensure purposeful reflection or work is completed.

Whole School Detention (WSD):

- Issued if a student receives 2+ behaviour points in a day, is on-called, or fails to attend a late detention.
- Managed daily by Inclusion Managers. If the second behaviour point is logged in P5, detention will occur the following day.
- Office staff send a SIMS InTouch message to inform parents.
- Centrally supervised. Tasks set by AHTs for Behaviour.

Bethany Room

A supervised, time-limited placement for significant breaches of school rules. It gives students time to reflect, carry on learning and do restorative work before returning to lessons. It is not a suspension and must not be used as an unofficial exclusion.

A placement needs approval from an AHT or Deputy Headteacher, following a proposal from the pastoral team.

The pastoral team must:

- Complete the Incident Review Form, including the reason for the placement and how long it is expected to last.
- Gather statements and discuss the case with the AHT, taking account of any SEND, SEMH or safeguarding needs and any reasonable adjustments already in place.
- Once approved, tell the Inclusion Manager, Form Tutor, Attendance Officer and parents/carers. Parents should be told the reason, the expected length of the placement and any support planned.
- Keep the placement as short as possible. A placement longer than one day must be reviewed by a member of SLT. A placement longer than two days needs a documented reintegration plan.
- Hold a reintegration conversation or meeting before the student returns to lessons.
- Flag repeated placements for a review of the student's needs and support.

Students in the Bethany Room are expected to:

- Follow the room's routines, work calmly and quietly, and complete all set work and reflection tasks.
- Take part in restorative work with the Inclusion Manager.

Addendum to the Positive Behaviour Policy

Vaping

Holy Family Catholic School is committed to maintaining a safe, healthy and respectful learning environment. Vaping, smoking and the possession of tobacco or vaping products on the school site are not permitted. The school's response to vaping incidents is structured and supportive, and every decision is made by the Headteacher (or a delegated senior leader) on the individual facts of the case. Wherever possible, the school will look to targeted intervention and as the first response to a vaping incident, escalating only where this has not secured the necessary change or where the circumstances of the incident require it.

Individual circumstances

Before any sanction is applied, the decision-maker will consider the full circumstances of the student and the incident, including but not limited to: the student's age and understanding; whether the vaping was an isolated incident or part of a wider pattern of behaviour; whether the student was in possession only, using, or supplying vapes to others; and any relevant welfare, home or peer-pressure context. The stages set out below describe the school's usual approach; the Headteacher retains discretion to respond differently - including with a lesser or greater sanction - where the circumstances of a particular case justify it.

SEND, disability and safeguarding considerations

Before deciding on any sanction, staff will consider whether the student has an identified special educational need or disability, and whether unmet SEND needs, disability-related behaviour, or a failure to make reasonable adjustments may have contributed to the incident, in line with the school's duties under the Equality Act 2010. Staff will also consider whether the incident raises safeguarding concerns - for example, whether the student may have been exploited, coerced, or supplied by another young person or adult (including possible county lines or child criminal exploitation indicators) - and will follow the school's Safeguarding Policy and make a referral where appropriate.

Right to give an account

The student will be given the opportunity to give their own account of what happened before any decision on a sanction is made, and this account will be considered alongside any other evidence.

Referral to Change Grow Live (CGL)

Every vaping incident, at every stage, will result in an automatic referral to Change Grow Live (CGL), the school's commissioned specialist service for

support, guidance and education around vaping and nicotine use. This referral is made in addition to, and irrespective of, any internal sanction, and does not depend on how many previous incidents a student has had. It reflects the school's commitment to a preventative and educational response to vaping, ensuring that every student involved in an incident is directed towards appropriate specialist support to understand and address their vaping or nicotine use. Parents/carers will be informed of the referral and, where appropriate, invited to be involved in the support offered.

Targeted intervention and The Nest

Before any suspension is considered, the school will look to make full use of the targeted intervention and support available through The Nest, Holy Family's tiered inclusive support provision:

- The Bethany Room provides a structured, supervised, time-limited withdrawal from mainstream lessons for reflection, restorative work and pastoral intervention. A placement in the Bethany Room allows a student involved in a vaping incident to be held to account for their behaviour while remaining in school, in learning, and connected to the support they need, and is available as an alternative to - or, where appropriate, alongside - suspension at any stage of this addendum.
- Where a vaping incident appears to be linked to an identified or emerging social, emotional or mental health (SEMH) need, the school will consider, via referral to the Inclusion Panel, whether a placement in the Tabor Room (SEMH intensive intervention) would help address the underlying cause, in line with the entry criteria set out in the Inclusive Support Handbook.
- Targeted intervention will always be accompanied by strengthened parental engagement and pastoral support, including meetings with parents/carers, a review of any existing Individual Support Plan or Individual Support and Intervention Plan, and, where appropriate, referral to further external agencies.

Usual Range of Response for Vaping Incidents

Public health guidance has advised that students should not be excluded from school for vaping or smoking alone, unless it is associated with other disruptive behaviour that justifies this. The school's usual response reflects this: suspension is not the default for a first, isolated vaping incident, nor for a repeat incident, and is reserved for cases where targeted intervention has not secured the necessary change or where the circumstances of the incident justify it. As above, none of the following is automatic - the Headteacher decides each case on its own facts, and every incident results in an automatic referral to CGL as set out above.

1. First time

Usual range of response: confiscation of the device, a recorded conversation with the pupil, contact with parents/carers, and an internal sanction such as a time-limited withdrawal to the Bethany Room for reflection and restorative work. A suspension would only be considered at this stage where the incident involved other disruptive, defiant or unsafe behaviour alongside the vaping itself (for example, refusing to hand over a device, or being caught mid-lesson in a way that disrupted learning).

2. **Second time**

Usual range of response: a time-limited withdrawal to the Bethany Room, together with a review of the student's engagement with the support offered after the first incident (including CGL), strengthened parental engagement and pastoral support, and consideration of whether an Individual Support and Intervention Plan should be put in place. A suspension of up to three days remains available where a Bethany Room placement and the wider support already offered have not secured the necessary change, or where the circumstances of the incident justify it.

3. **Third time**

Usual range of response: continued targeted intervention through the Bethany Room, combined with a formal review of support (including consideration, via the Inclusion Panel, of a Tabor Room placement where an underlying SEMH need is identified) and a further parental meeting. A suspension of up to five days remains available, reserved for a clear pattern of repeated incidents where targeted intervention has not secured change, or where aggravating factors are present (for example, supplying vapes to other pupils, or incidents combined with other serious breaches of the behaviour policy).

Permanent exclusion

Permanent exclusion is a last resort, and is not tied to reaching a particular incident number for vaping alone. It will only be considered, at any stage, where the Headteacher judges that the student's continued presence would seriously harm the education or welfare of the pupil or others - for example, persistent large-scale supply to other pupils, or vaping incidents forming part of a much wider pattern of serious misconduct - and will be decided on the individual merits of the case at the time.

Process, notification and monitoring

- **Notification:** Parents/carers will be informed of any incident, any referral to CGL, and any sanction applied, and of their right to make representations.

- **Process:** Any Bethany Room placement will follow the process set out in the Positive Behaviour Policy (Section 12.8) and the Inclusive Support Handbook, including recording the decision and rationale, notifying relevant staff and parents/carers, and holding a reintegration conversation before the student returns to mainstream lessons. Any suspension will follow the school's standard suspension procedures, including the student's right to have work set and the Governing Board's duty to review suspensions in line with DfE guidance.
- **Monitoring:** The Governing Board will monitor the use of this addendum, including the number and length of Bethany Room placements, Tabor Room referrals, CGL referrals, suspensions and any exclusions arising from vaping incidents, and will review this addendum annually or sooner if guidance changes.

Summary

This approach brings Holy Family Catholic School's response to vaping into line with national guidance and typical practice: it treats a first, isolated vaping incident as a health and behaviour issue to be managed supportively rather than through suspension, makes full use of the targeted intervention and pastoral support available through The Nest before suspension is considered at any stage, ensures every student involved in a vaping incident is referred to Change Grow Live (CGL) for specialist support, guidance and education, and keeps permanent exclusion as a genuine last resort rather than an automatic consequence of incident count. It maintains the individual-circumstances, SEND/safeguarding and right-to-account safeguards set out above.