

# HOLY FAMILY CATHOLIC SCHOOL



## **Positive Behaviour Policy Updated December 2021**

To be read alongside the *Behaviour for Learning Toolkit*.

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**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**

The Gospel values of love, forgiveness and justice should permeate everything that we do, especially our relationships with both staff and students. Our values include respect for others, property and the environment; honesty, trust and fairness; tolerance and compassion; and the virtues of self-respect and self-discipline.

At Holy Family Catholic School, we want to maintain the positive environment we have in which everyone fulfils their individual potential and develops their self-esteem. We want high quality teaching and learning in lessons, high quality relationships and high quality surroundings. The purpose of this policy is to support the aims of the school (through the 'Holy Family Way' and ASPIRE) and to ensure that the conduct of all members of the school community is consistent with the values the school holds, both in school and the wider community. We welcome and actively seek the support of parents/carers in educating students to behave in a responsible manner.

A fundamental requirement for achieving the above is the on-going maintenance of good discipline within the school. This process is supported by:

- The quality of teaching and the learning
- Courteous relationships between staff and students
- Clarity about what conduct is/is not approved of
- A just system of rewards and sanctions which is effectively adhered to and operated by the whole staff.
- The involvement of students in extra-curricular activities.
- The support of parents/carers

**2. Aims**

We aim to encourage appropriate and positive behaviour through the acceptance by all adults, students and parents/carers involved in the school of a common responsibility for maintaining good discipline and promoting and implementing the School Rules and Home-School Agreement. The School Rules are the guide for establishing good behaviour in the school. 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.

The school recognises its legal duties in respect of the Equality Act (2010) and the application of the policy and procedure outlined in this document are to be applied with due regard to the contents of this legislation.

**3. '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.

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.

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 another
- 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.

These should complement the positive behaviours outlined in section 6.

#### **4. Rewarding Good Behaviour**

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

Rewards can take a variety of forms, including:

- Verbal praise
- Written praise on work
- Acknowledgement at assemblies
- Head Teacher's commendations
- Praise postcards home from individual teachers or departments
- Telephone calls and letters home to parents/carers
- Notes in journals
- Positive referrals
- Departmental awards
- Jack Petchey Award

**These complement our whole school system of rewards through 'Stars'.**

#### **5. Anti-Bullying (see Appendix 3)**

**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 LGBT 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 SIMS and in the bullying log on GDrive (through Year Leaders).

If a student discloses to you that they are the victim or have witnessed bullying, share the information with the student's YL, a member of the safeguarding team or SLT.

Bullying can take a great many forms, but some general guidelines for investigating allegations of bullying are:

- Make sure the victim is reassured that what they have said will be investigated fully and inform the child's parent/carer
- Take witness statements from as many others as possible, including the alleged perpetrator(s)
- View CCTV footage if appropriate
- Ask to see messages or other forms of communication (e.g. from social media) if appropriate
- Inform the parent/carer of the perpetrator(s)
- Seek a resolution between the parties
- Administer a suitable sanction
- Make sure that the victim is adequately supported in the aftermath and ensuing days and weeks
- Support the perpetrator in understanding the impact of their bullying and ways to change their behaviour
- Revisit the type of behaviour that is unacceptable in assemblies/in form time

Sanctions applied following the discovery of an incident of bullying will vary depending on the severity and nature of the incident. This will be discussed with the Year Leader and relevant members of SLT. In all cases, support will be put in place for both the bully and the victim.

**See Appendix 4 for the handling of incidents if a racist, sexist, sexual, sexualised and homophobic nature.**

## **6. Behaviour Management – Guidance for Staff**

**(See the *Behaviour for Learning Toolkit* for excellent practical ideas)**

**Remember YOU are in charge of YOUR classroom. You will be supported should the need arise.**

This outline of good practice is designed to help all of us. Acceptable standards of behaviour, work and respect depend on the example of us all.

Good order has to be worked for, it does not simply happen:

- Set high standards
- Apply rules firmly and fairly

Most important of all: **expect to give and to receive respect.**

Everyone at school is here for a purpose:

- Respect every person
- Treat everyone as an individual

Relationships between everyone and at every level are vital. Take the initiative:

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate

'Problems' are normal where children are learning and testing the boundaries.

Our success is tested not by the absence of problems but by the way we deal with them

Don't react, address the problem:

- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use punishments sparingly

**Removal of privilege is the most effective strategy**

### ***Around the school***

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity. Expect to:

- Start the dialogue
- Greet students
- Deal with all misbehaviour - to ignore it is to condone it!
- Set high standards of speech, manner and dress
- Enjoy relating to students
- Do your duty at break time and interact with students. Do not ignore obvious infringement of school rules.

### ***In the classroom***

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect (see Teaching and Learning Policy).

Expect to:

- Arrive before the class, greet students at the door and begin on time (site changes permitting!)
- Be prepared for the lesson with a suitably differentiated lesson plan
- Complete the class report book for each lesson in years 7&8
- Keep everyone occupied and interested
- Stretch and challenge all students
- Mark work promptly and constructively
- Set homework regularly to schedule and post it on Google Classroom
- Encourage creative dialogue - confidence in discussion is important
- Keep an attractive, clean and tidy room, especially if it's not your classroom!
- Maintain interesting wall displays
- Make sure all chairs are under tables, boards are cleaned and equipment replaced
- If you are a Form Tutor, use the time productively in the morning – you set the tone for the day

***Do all you can to avoid:***

- Humiliating - it breeds resentment
- Shouting - it diminishes you
- Over-reacting - the problems will grow
- Blanket punishments - the innocent will resent them
- Over-punishments - keep your powder dry, never punish what you can't prove
- Sarcasm - it damages you!

**Never leave students outside rooms.**

The 'problem' needs a solution, not complicating. Seek help if you need it from the 'on-call/reflection time' teacher and do all you can to:

1. Keep calm - it reduces tensions
2. Listen - it earns respect
3. Use humour - it builds bridges
4. Be positive and build relationships
5. Know your students as individuals
6. Carry out any threats you have to make
7. Be consistent
8. Apply school rules positively

**Students are not allowed to leave lessons unless they have been given a note by the teacher (e.g. for an errand or if they feel unwell). Students are not to be allowed to go to the toilet during lessons unless they have a medical condition or are clearly in discomfort. Students are not allowed to be let out of lessons for a break in the middle of double lessons.**

**ONE, TWO, THREE RULE**

**1 = Warning by teacher to student**

**2 = Student instructed to move his/her seat**

**3 = Removal by the 'on-call/reflection time' teacher (this will result in a letter to parent/carer, community service, placement in detention, or a more serious consequence)**

***'On call/Reflection Time' teacher (see section 7.3)***

The 'on-call/reflection time' teacher should be summoned when your attempts to resolve a problem have met with little or no success (e.g. One, Two, Three Rule). If you need the support of the 'on-call' teacher, complete the relevant form on the school's home page.

The 'on-call' teacher should always be sent for if:

- You feel intimidated
- A student swears at you
- Another student is threatened
- There is a fight
- There is a refusal to comply with your reasonable request

If you have occasion to use the 'on-call' system you should arrange to discuss the incident with the teacher giving support so that you can be involved in determining the appropriate sanction. The office staff will record the incident on SIMS and will send a text message home. The student will be required to complete a reflection sheet as well as a community service task, and/or attend a detention or a more serious punishment may be issued as appropriate. A reflection meeting will be arranged at the end of the school day.

## **7. The Role of the Form Tutor**

What should the form tutor do to teach and promote good behaviour and academic achievement?

- Be a good role model, including being punctual
- Promote a calm and productive environment
- Teach routines and structures – how to line up, how to pray, how to behave in assemblies and Masses, etc
- Explain what good behaviour outside school entails, including how to behave on the street, at bus stops etc and on school trips
- Check the class report book daily (years 7&8)
- Check journals weekly
- Check uniform and equipment
- Make time to get to know tutees
- Be an advocate for the tutor group and House.
- Make time to go through behaviour issues from the previous day's lessons
- Regularly reinforce the school rules
- Reward students
- Contact parents when there are issues as well as to give praise
- Communicate effectively with the year team.
- Be a pastoral adult, encouraging students to play an active part in school life including House and charity events
- Promote the concept academic excellence
- Look at students' reports and give tutees opportunities to reflect in how they are doing

What should the form tutor do when members of their tutor group have behaved inappropriately?

- Offer support to tutees and take an interest in how they are behaving
- Contact home where there are behavioural issues across subjects
- Put students on report (informing parents and YL)
- Attend meetings with parents, where possible
- Administer sanctions, providing these are not duplicated
- Regularly reinforce expectations, the school rules and home-school agreement

The role of the form tutor in dealing with attendance and punctuality issues:

- Look for patterns in attendance and punctuality, raising concerns with the YL
- Contact home when students have been late twice in a week
- Put students who are persistently late (to school or lessons) on report (informing parents and the YL)
- Assist in clearing students from the playground or line-ups
- Use tutor time to have one to one pastoral meetings with students
- Reward students half termly for excellent attendance and punctuality

## **8. Behaviour Outside School**

The good reputation of the school is either enhanced or destroyed on a daily basis by the behaviour of hundreds of our students on their way to and from school. The expectations of our students outside school are contained in the school rules.



Sanctions will be administered to students who behave poorly in the wider community whilst wearing our uniform. In other circumstances where the well-being of others or the smooth running of the school is in jeopardy, (e.g. where incidents have occurred at the weekend or in school holidays or on social media) sanctions may also be applied.

### **9. Behaviour on *Social Media***

Students under the age of 13 are not permitted, by law, to use social networking sites.

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.

### **10. Student Support Services**

Students are supported in learning to:

- Behave well;
- To reflect on how poor behaviour affects learning and others in the school community;
- 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 Year Leaders 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 Year Leader or are able to self-refer.

The LBWF BACME team are also able to offer support to the school.

### **11. School Rules (see Appendix 1)**

These are in place to help students understand the consequences of their actions and those of others. At all times we will 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.

### **12. Home-School Agreement (see Appendix 2)**

This is to be signed by the student at the start of each academic year (this is contained in the student journal). By sending their children to Holy Family, parents/carers are automatically 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.

### **13. Sanctions**

Sanctions 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 the 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.

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

Sanctions for breaches of the school rules are:

- A short detention at break, lunch or after school
- A long detention after school (one or two hours)
- Picking up litter or other 'community service'
- Removal from a lesson or series of lessons
- Phone call/letter/email to parent/carer
- Meeting with parent/carer
- Being placed on 'report'
- Confiscation of inappropriate items
- Isolation from other students during lessons, at break or lunchtime
- Placement in the Bethany Room
- Fixed term exclusion
- Permanent exclusion

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

### **13.1 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 is 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, YL, 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, YL and/or CL, 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.

### 13.2 Detention

Any member of staff may give a detention in which students are set extra work/made to reflect on poor behaviour/lack of application etc.

Detentions in which a whole class is detained because of generally bad behaviour should be avoided whenever possible. They inevitably punish many students who are not guilty and this causes resentment.

Although we are not required to do so, we will always attempt to inform parents in advance of any detention after school of more than 10 minutes. Detentions may be set by any member of staff for reasons too numerous to list here. **Staff should make sure that the details of the detention and reasons are recorded in the student's journal.** School office staff will send a text to parents on request.

The '**Whole School Detention**' system is designed to support staff where a follow-up sanction is required after their own sanctions have either not served the desired purpose or a student has failed to comply with that initial sanction. The WSD system is staffed according to departments on Mondays-Thursdays and by pastoral teams and senior staff on Fridays where the detention may be for one or two hours. AHTs for behaviour monitor the WSD and set tasks that are to be completed during these times. Homework is not to be completed during these detentions.

Where a student is to be placed in the WSD, the member of staff must complete the WSD register on the school's home page well over 24 in advance of the detention date. The office staff will send a text message to parents/carers at approximately 2pm the day before the detention.

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 any short detention will trigger a further, longer detention after school (whole school detention). Failure to attend a two hour detention on a Friday will trigger 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/reflection time' teacher may trigger a detention, unless the seriousness of the incident has required a more severe sanction.

### 13.3 The 'On Call/Reflection Time' 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. CLs and YLs will be informed of all on-calls.

The student will be required to complete the reflection time form and a reconciliation meeting may be arranged if appropriate by the YL or member of SLT between the student and the teacher before the student returns to that lesson. The student will be required to complete a community service task and/or a detention after school.

Repeated on-calls will result in further sanctions.

**(The *Standard Operating Procedure* for on-call/reflection time teachers can be found in the Staff Handbook)**

### 13.4 Community Service

Sanctions in the form of 'community service' are an alternative and often complement 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 may fit nicely with the initial misdemeanour

### 13.5 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.
- Mobile phones will be retained for two weeks and will be returned to a parent/carer.
- 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.**

### 13.6 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 Year Leader
- Red report – to a member of SLT
- A student may also be placed on report in a particular subject.

Where there are concerns regarding academic progress only, the student may be placed on Blue report.

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

### 13.7 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 of time. 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.

### **13.8 Bethany Room placements**

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

- For breaches of the school rules below the threshold necessitating a fixed term exclusion
- Before or after a fixed term exclusion
- Breaches of the rules of being 'on report'
- Failure to attend a Year Leader (Friday) detention
- To catch up with work
- For a student's own safety

Also note that:

- Students must follow the rules of the Bethany Room, as instructed by the Bethany Room staff. Failure to do so will result in fixed term exclusion.
- Students will be provided with work to complete during their Bethany Room placement.
- Students will only be allowed to return to lessons following a positive report from the Bethany Room manager and a successful reintegration meeting between the parent/carer and a senior member of staff. If either of these conditions is not met, the placement in the Bethany Room will be extended.

### **13.9 Fixed Term Exclusion**

When other sanctions have been exhausted or when the offence is very serious, it may be necessary for the student to be excluded from school by the Head Teacher. This involves the student being excluded from school for a specified number of days. The student may return to school following a reintegration meeting, only when assurances of better behaviour are forthcoming from the student and the parents/carers have agreed to do all they can to ensure that the student conforms to school regulations. Work is set for the student during the period of exclusion. On return, the student will be offered support to help him/her thrive within the school community.

As a school we believe that the most important right is to be and feel safe at all times. Behaviour likely to undermine the safety of others is consequently regarded as a serious breach of discipline.

The following offences are deemed to be totally unacceptable by the school and warrant an automatic sanction, normally exclusion for a fixed period of time:

- Bullying of any kind
- Sexual misconduct, including on social media
- Swearing at a member of staff
- Threatening behaviour
- Violence towards another student
- Deliberate damage to property
- Theft
- 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, thus challenging and undermining the authority of staff
- Poor behaviour outside school, including on social media

### **13.10 Students close to the threshold of Permanent Exclusion**

Where a student has repeatedly breached the School Rules over a sustained period, strategies will be put into place to make clear to the student and his/her parents/carers that permanent exclusion is likely to be the next sanction if the child's behaviour does not improve.

This will include a meeting of the parent/carer and child with the Governors' Disciplinary panel to review the child's behaviour record. A *managed move* to another school may also be considered, either through the school's links with other local schools or through the LA's *Fair Access Panel*.

### **13.11 Permanent Exclusion**

This is the most serious sanction that a school can administer. Following a permanent exclusion, a panel of governors meet to decide whether to uphold the Head Teacher's decision to exclude or to reinstate the student. The parents and the excluded student may attend this meeting. The parents have a further right to appeal to an independent panel. The LA has responsibility to find an alternative school for the student if they are of compulsory school age.

#### **Examples of actions that could normally lead to Permanent Exclusion:**

- Possession of an item that could be used as an offensive weapon, such as a knife
- Persistent bullying including 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 (which is likely to be after the student has been on a Pastoral Support Plan (PSP) and there has been no improvement).

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

### **14. Use of Reasonable Force**

The government publication: *Behaviour and Discipline in Schools (January 2016)*, states:

*"Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom."*

*Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.*

*Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.*

*Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'."*

### **15. Searching, Screening and Confiscation** (See the DfE publication: *Searching Screening and Confiscation 2018*)

Students may be screened from time-to-time through knife arches, in conjunction with the Police.

A search without the consent of the student may be carried out for any of the following:

- 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 property
- Any item banned by the school rules

A search for any other item may be undertaken with the student's consent.

Any search should usually be undertaken by a Year Leader, a member of the Safeguarding team or a member of SLT. The member of staff conducting the search should be the same sex as the student being searched and in the presence of another member of staff as a witness, who should also be of the same sex. In an extreme case, a search may be undertaken by a member of staff who is not the same sex as the student and without a witness if it is believed that not conducting the search immediately would risk serious harm to an individual and it is not possible to summon a witness.

If a member of staff believes a student to be in possession of a prohibited item, they should consult a senior member of staff as soon as possible.

Prohibited items will be confiscated and dealt with in accordance with the law.

### **16. Malicious Allegations Made Against Staff**

Allegations made by students against a member of staff will always be investigated thoroughly in line with our safeguarding policy and code of conduct.

Where a student has been found to have made a malicious allegation against a member of staff, the student will be subject to serious sanctions, up to and including permanent exclusion from the school and the involvement of the Police.

## **17. Associated Resources**

**Additional guidance may be found in the following publications:**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation> (2018)

<https://www.gov.uk/government/publications/school-exclusion> (2017)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

<https://www.gov.uk/government/publications/send-code-of-practice>

## **18. Monitoring, Evaluating and Reviewing of this Policy**

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



## Appendix 1 - 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 at all times.**

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'. Students are expected to stand in silence when a member of staff or a visitor enters a room. Swearing is strictly forbidden.
2. Students must show the utmost respect for the prayer life of our school and in particular behave in an appropriate manner during Masses, assemblies, prayers during lessons and any other religious event.
3. Outside school, all students must:
  - 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
  - When leaving school after an extra-curricular activity, students must do so quietly
  - Behave well at bus stops/train stations and on public transport. This includes never shouting, screaming or swearing; queuing sensibly, never pushing and offering seats to those who may need it

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.

**Note also that students in Years 7-11 are not allowed into any fast food restaurants after school.**

**Students are also prohibited from being present in the Walthamstow shopping mall or any fast food outlet while 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.**

4. All students are expected to arrive by 8.30am and will be marked late after 8.40am. Detentions will be set for lateness.

5. 100% attendance is expected from **all** students. Only in exceptional circumstances will permission be given for a student to miss school during term time.

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. Students wearing inappropriate footwear (unless there is a certified medical condition) will be loaned appropriate shoes. Unnatural haircuts, unnatural hair colouring, nail varnish and make up are not permitted.

7. Everyone is entitled to their own 'personal space'. Students are not permitted to make physical contact with each other.

- Fighting in any form, including 'play fighting' is strictly prohibited
- Any form of sexual touching is also strictly forbidden

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 LGBT 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 must follow all reasonable instructions from staff without question. If a student has a query about an instruction or feels that it is unfair, they should speak to the member of staff concerned privately and in a polite manner.

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 instructions, without question
- 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 very important part of learning. At the start of the academic year, students will be issued with a homework timetable. Students will be set homework each night, usually in two subjects. Each task should take up to 40 minutes to complete. All homework assignments will be recorded on 'Google Classroom'. Students must also record details of homework in their journal.

All students must:

- Record all homework in the student journal, including the submission date
- Use the student journal to help plan work over the week
- Complete all set tasks punctually and to the highest possible standards
- Do some form of study even if formal homework has not been set

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
- 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 in 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 confectionary are very unhealthy and are not permitted.
22. Mobile phones are **not** permitted in school for reasons too numerous to list here. All students are permitted to use the office phone if they need to contact a parent/carer urgently. Electronic devices or other valuable items are not permitted in school.
23. The school operates a 'zero tolerance' policy towards the carrying of any type of offensive weapon, e.g. knives, laser pens and any other item that is deemed to be an offensive weapon by the Metropolitan Police.
24. The school operates a 'zero tolerance' policy towards both the possession and supply of illegal substances, both inside and outside of school.
25. Alcohol and tobacco products, including e-cigarettes, are forbidden in school.

## **Appendix 2 - 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
- Not allow my child to bring a mobile phone to school
- 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
- 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 and the 'Friends' association 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
- 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.**

<b>Signed (student)</b>	
<b>Signed: (Headteacher)</b>	

### **Appendix 3**

#### **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 LGBT 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

#### **What to do 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

and

You will be given support to manage your own behaviour

**Remember that we are all children of God and have the right to enjoy coming to school at Holy Family. If you are being bullied, you do not have to face it alone.**

**THE BULLY SHOULD BE VERY WORRIED ABOUT THE CONSEQUENCES OF BULLYING, NOT THE VICTIM.**

## **Appendix 4**

### **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 pupils. Therefore we will aim to support the victims and address and sanction the poor behaviour of the pupils while seeking support and guidance from outside professional agencies without stigmatising the pupils involved.

#### **If a pupil uses or makes reference to or uses HSB, racist, sexist, sexualised or homophobic language towards another pupil or a member of staff.**

These will be investigated using our schools safeguarding policy/ HSB policy and a referral to borough and police will be made if necessary.