



# HFCS

## **Positive Behaviour Policy** **Revised January 2024**

Date Agreed by Governors	January 2024
Next Review Date	January 2026 (or in line with Catholic Education Services (CES/LBWF changes)

## **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 see at all times in our school our values of achievement, study, participation, independence, respect and enjoyment. 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 as a result of highly effective personal development and pastoral care, effective staff training, clear policies and procedures, and robust transition arrangements. We actively seek and expect the support of parents/carers in this endeavour and expect not to be challenged or undermined when this policy is being applied to their child. 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 demeanour. 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 a risky or criminal behaviour. All safeguarding concerns should be logged using Safeguard.

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## 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.

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.

Together with the School Rules, we have a clear statement of intent to define what expected behaviour looks like. Students should at all times **be ready, respectful and safe.**

**READY** to learn; **RESPECTFUL** of others; **SAFE** behaviour.

### Ready

**Students should be:**

- On time to school.
- On time to 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 the prayer.
- Ready to work, ready to discuss and ready to share ideas.
- Always paying attention to the teacher in lessons and follow instructions both inside and outside of lessons
- Positive with a 'can do' attitude.

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## 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.
- 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 to 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:

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- Achievement points recorded in SIMS
- 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
- 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 situation
- 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 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 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 Head of Year 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 of a racist, sexist, sexual, sexualised and homophobic nature.

## **5. 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.

## **6. 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.

## **7. Student Support Services**

Students are supported 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 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 London Borough of Waltham Forest's BACME team are also able to offer support to the school.

## **8. 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

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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. The fact that there is no School rule against something does not mean it is permissible. What is clearly against the ethos of the School, the Gospel values, or against the Law is forbidden. 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.

## **9. 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.

## **10. 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 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.

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

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- 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.

### **10.1 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.

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.

## **10.2 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.

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.

Where a student is to be placed in the WSD, the member of staff must complete the WSD Form on the school's home page well over 24 hours 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 Whole School Detention 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' teacher will trigger a detention, unless the seriousness of the incident has required a more severe sanction.

It does not matter if a detention is inconvenient for students and / or parents or carers. Detentions are not set to suit students and / or parents or carers. If a student has other arrangements or family responsibilities after school, for example collecting siblings from primary school, then they should make positive

behaviour choices in order to avoid detention in the first instance. Successfully completing the detention issued remains the priority.

### **10.3 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.

### **10.4 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

### **10.5 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.

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

## **10.6 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.

## **10.7 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.

## **10.8 Bethany Room Placements**

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

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- For breaches of the school rules below the threshold necessitating a fixed term exclusion
- Before or after suspension from school
- Breaches of the rules of being 'on report'
- Failure to attend a Whole School Detention
- Failure to attend a Saturday detention
- To catch up with work
- For a student's own safety
- Whilst an investigation is taking place

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 suspension from school.
- 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.

### **10.9 Suspension from School**

When other sanctions have been exhausted or when the offence is very serious, it may be necessary for the student to be suspended from school by the Head Teacher. This involves the student being suspended 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 suspension. 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 suspension from school:

- 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
- 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.

### **10.10 Equalities and Reasonable Adjustment**

Under the Equality Act of 2010, all schools must make reasonable adjustments for young people with SEND to prevent them being put at a substantial disadvantage. We are committed to reasonable adjustments to this policy in order to support individual pupils and their needs, whilst still ensuring the good order of lessons and safety of the school community.

### **10.11 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.

### **10.12 Individual Education Plans**

The Government has requested Schools to put in place Individual Education Plans (IEPs) for students who fall into one or more of the following categories:

- Students whose behaviour is deteriorating rapidly
- Students at risk of criminal activity
- Students who have had several suspensions
- Students at risk of failure through disaffection
- Students at risk of expulsion.

The IEP is a School-based intervention to help individual pupils better manage their behaviour. We will invite the parents/carers and a Local Authority (LA)

representative to discuss the causes of concern and what is reasonably required of the pupil to put the situation right both academically and socially. Targets will be set and monitored. The LA will offer help and monitoring. The IEP should identify the rewards that can be achieved for meeting the targets and the sanctions that will apply if certain behaviour occurs.

### **10.13 Respite Placements and Managed Moves**

A Respite Placement is a short period of time (can be up to 10 days) where a student who has demonstrated challenging behaviour (there may be other reasons) will attend another local school. This placement allows them to reflect on their behaviour away from our setting and it is expected that they will return having thought about their behaviour and show willingness to work with us in order to continue being a student of Holy Family. We will provide work for the student to do during the duration of their placement.

A Managed Move is used when we feel we have exhausted all avenues, bar permanent exclusion, and a fresh start in a new school is in the student's best interest. A managed move is a formal agreement between two schools and a student's parents that allows a student at risk of permanent exclusion to transfer to another school for a trial period of twelve school weeks. If the move is deemed to be a success, at the end of this period, the student will formally transfer to the proposed school. If, during this period, the move is unsuccessful, the student will return to Holy Family but they will continue to be at risk of permanent exclusion.

### **10.14 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.

### **10.15 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

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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 an Individual Education Plan (IEP) 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.

## **11. 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’.*

## **12. 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 Head of Year, 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.

## **13. 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.

## **14. Associated Resources**

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools - GOV.UK](#)

[Searching, Screening and Confiscation - GOV.UK](#)

[The Equality Act 2010 and schools](#)

[Keeping children safe in education 2022 - GOV.UK](#)

[Suspension and Permanent Exclusion 2023 - GOV.UK](#)

[Use of reasonable force - GOV.UK](#)

[Special educational needs and disability code of practice: 0 to 25 years](#)

It is also to be read in conjunction with our own:

- Admissions Policy
- Attendance Policy
- Equality Policy
- Exclusion Policy
- Harmful Sexual Behaviour Policy
- Parents Handbook
- Relationships and Sex Education Policy
- SEND Policy
- Staff Handbook
- Teaching and Learning Handbook

## **15. Monitoring, Evaluating and Reviewing this Policy**

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

## **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 unique-ness 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'. 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

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- 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 are not allowed into any fast food restaurants after school.

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. 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 not wearing the correct school uniform will be sent home to change.

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
- 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 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 by the teacher on 'Google Classroom'.

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 confectionery are very unhealthy and are not permitted.

23. 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.

24. Alcohol, tobacco products and ‘vapes’ are forbidden in school.

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.

## **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
- 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

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- 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 pupils. It is therefore right that 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 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.

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### **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.
2. **FOLLOW** instructions without arguing
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
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 no mobile phones 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 taking into account 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 and every 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 period 2 and period 4 classes at the door of their classroom to oversee their entrance
  - iii. Lessons must start with a 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.

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Homework should always be meaningful with a focus on core knowledge, it should be accessible to all students and should have value

- vi. Staff must dismiss their class from the door, row by row, 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.

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- Work hard to achieve your potential.
- Come to school every day, on time and properly equipped for learning.
- Wear uniform correctly and with pride at all times.
- Stay safe and ensure others are kept safe.
- 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 the line up or, for certain Year Groups, meet and greet pupils 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 are following 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 the line up or, for certain Year Groups, meet and greet pupils at the door.
- Establish and embed effective classroom routines in order 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 pupils to appropriate sources of support for safety and wellbeing.

- Monitor pupil wellbeing, behaviour, attendance, and punctuality as the first step in identifying and intervening on 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 IEPs.
- 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 pupils 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 pupils with additional needs are identified in a timely way using the school's referral.
- Ensure all pupils 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 create and share 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 Head and Safeguard Lead**

- 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 pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- 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 pupils
- 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
<p>What do student line ups look like?</p>	<ul style="list-style-type: none"> <li>● Students responding to the whistle (one-freeze, two-move to line, three-silence)</li> <li>● Students in straight lines facing the front, no talking, uniform correct and students ready to go inside</li> <li>● Teachers walking up and down their line taking charge of their class using non-verbal cues</li> <li>● Notices given by the line-up lead and then classes dismissed a class at a time</li> <li>● Students walking in single file to their classroom</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● All new staff complete a detailed induction programme with intensive workaroud behaviour included</li> <li>● 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</li> <li>● Staff will be supported by SLT/ASLT at line ups</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Because after break and lunch, having students enter from line up ensures a prompt and orderly start to lessons.</li> <li>● Because the faster students are silent, the faster they can be dismissed to lessons.</li> <li>● Because having all students enter the building at once is unsafe, so line-ups help us to control entry</li> <li>● Because students, staff and parents are clear about the expectations</li> </ul>

**Aspire not to have more but to be more.**

Questions	What we will see	How we will see it	Why we will see it
How do students enter and leave classrooms?	<ul style="list-style-type: none"> <li>● Students arrive to lessons on time</li> <li>● Students are met and greeted at the door by their teacher</li> <li>● Students enter the classroom quietly and go to their designated seat</li> <li>● 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</li> <li>● Students say the prayer with reverence and they then wait to be told to sit down by their teacher</li> <li>● Lessons will start with The Big Question</li> <li>● The teacher will call the attendance register.</li> <li>● Towards the end of the lesson the teacher will</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● All new staff complete a detailed induction programme with intensive work around behaviour included</li> <li>● Instructional coaching for staff who require additional support</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Because each student who is late disrupts learning for the rest of the class</li> <li>● Because a prompt and orderly start to each lesson means that students can begin their learning quickly</li> <li>● Because a prompt and</li> </ul>

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	<p>walk around the classroom with the bin and ask students to pick up any litter from the floor</p> <ul style="list-style-type: none"> <li>• Students will write any homework set neatly into their journal</li> <li>• A student will be asked to clean the whiteboard</li> <li>• Books will be collected and neatly stored away</li> <li>• Students will pack away their things, will tuck in their chairs, will straighten their desks and be silent ready for the dismissal</li> <li>• Students will be dismissed on time with the teacher standing by the door dismissing students a section/row at a time</li> </ul>	<p>behaviour expectations</p> <ul style="list-style-type: none"> <li>• We will have high expectations of our students and we will feel confident expressing those expectations</li> <li>• 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</li> <li>• 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</li> </ul>	<p>orderly end to each lesson means students leave in time to get to their lesson punctually</p> <ul style="list-style-type: none"> <li>• Because students, staff and parents are clear about the expectations</li> </ul>
<b>Questions</b>	<b>What we will see</b>	<b>How we will see it</b>	<b>Why we will see it</b>
What are the routines for learning we	<ul style="list-style-type: none"> <li>• See start and end of lesson routines above</li> <li>• During teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Staff experience a robust and informative INSET at the start of the year that</li> </ul>	<ul style="list-style-type: none"> <li>• Because every student has the right to learn and not have their learning impacted</li> </ul>

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<p>will see in all classrooms?</p>	<p>explanation, students have their eyes on the teacher</p> <ul style="list-style-type: none"> <li>● During individual work, students are in silence</li> <li>● During group work, student talk is confidently managed by the teacher</li> <li>● Only one person speaks at any time</li> <li>● Students raise their hand if they wish to ask something</li> <li>● Where reading is being done, students track the reading</li> <li>● Student journals are out on their desks</li> <li>● The teacher is either circulating or is strategically placed</li> <li>● In practical lessons students are moving around safely and only when permission has been given</li> <li>● Students address the teacher, and each other, respectfully and are</li> </ul>	<p>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</p> <ul style="list-style-type: none"> <li>● All new staff complete a detailed induction programme with intensive work around behaviour included</li> <li>● 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</li> <li>● We will display clearly in each classroom the rules/expectations</li> <li>● 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</li> </ul>	<p>upon by the actions of others</p> <ul style="list-style-type: none"> <li>● Because every second of teaching and learning counts</li> <li>● Because we want to give our students our very best</li> <li>● Because we know the importance of education - it transforms lives</li> <li>● Because students, staff and parents are clear about the expectations</li> </ul>
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	encouraged to articulate clearly and formally using full sentences.	<p>serious transgressions or for repeated behaviour</p> <ul style="list-style-type: none"> <li>• We will monitor through regular lesson pop-ins as part of our QA process, through Departmental drop-ins and through on-call walkabouts</li> <li>• We will encourage teachers to send for on-call if there is disruption or a class is slow to settle</li> <li>• Instructional coaching for staff who require additional support</li> </ul>	
<b>Questions</b>	<b>What we will see</b>	<b>How we will see it</b>	<b>Why we will see it</b>
What will lesson change-over look like in the corridors?	<ul style="list-style-type: none"> <li>• Students walking briskly and purposeful to their next lesson</li> <li>• Students not running nor loitering or deliberately take their time</li> <li>• Students not shouting or touching others</li> <li>• Students following one-way systems where they exist</li> <li>• Students keeping left on</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Signage will serve as visual reminders</li> <li>• Staff will always address minor student transgressions when it's not</li> </ul>	<ul style="list-style-type: none"> <li>• Because our buildings have narrow corridors in some places, so students must avoid blocking them so all can be punctual to lessons</li> <li>• Because poor behaviour in corridors and on stairs can lead to accidents</li> </ul>

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	<p>corridors</p> <ul style="list-style-type: none"> <li>• Students respectfully holding doors open and moving safely</li> <li>• Students not eating or drinking on the corridors or dropping litter and showing respect for their environment</li> </ul>	<p>quite right and allow students to correct the behaviour however students will be sanctioned for more serious transgressions or for repeated poor behaviour</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Because poor behaviour does not show respect for others</li> <li>• Because students, staff and parents are clear about the expectations</li> </ul>
<b>Questions</b>	<b>What we will see</b>	<b>How we will see it</b>	<b>Why we will see it</b>
How will students enter and leave assemblies?	<ul style="list-style-type: none"> <li>• Students will take their coats off before they enter the assembly hall and they will hold their bag in their hand</li> <li>• Students will enter the assembly hall in silence and sit where directed to do so</li> <li>• Students will have their eyes on the speaker and will sit in silence until expected to participate</li> <li>• Students will participate respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations will be made clear to students before they start to make their way to the assembly hall</li> <li>• Form Tutors will support in making sure their tutees are ready to enter in the correct manner</li> <li>• Form Tutors will stand beside their Form and monitor conduct</li> <li>• HoYs and SLT will assist</li> <li>• Staff will always address minor student transgressions when it's not</li> </ul>	<ul style="list-style-type: none"> <li>• Because assemblies are formal occasions and require formality</li> <li>• Because assemblies are often when our school halls are transformed into places of worship</li> <li>• Because following assemblies, we need to go into lessons ready to learn</li> <li>• Because students, staff and parents are clear about the expectations</li> </ul>

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	<p>remembering that our Worship in this school is more than just a legal requirement, it is an integral part of school life and central to the Catholic tradition</p> <ul style="list-style-type: none"> <li>● Students will be dismissed from the assembly row by row</li> <li>● Students will remain in silence until they leave the assembly hall</li> </ul>	<p>quite right and allow students to correct the behaviour however students will be sanctioned for more serious transgressions or for repeated behaviour</p>	
<p>What will we see students doing in the canteen at break and lunch times?</p>	<ul style="list-style-type: none"> <li>● Students lining up for the server in single file</li> <li>● Students remembering their manners by talking to the canteen staff using full sentences and by saying please and thank you</li> <li>● Students going straight to the seating area and taking a seat to eat their food</li> <li>● No student taking food outside</li> <li>● No student eating standing up</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● We teach good manners and respect and the right and wrong behaviour in and out of school within our PSHE curriculum</li> <li>● We will reward students who we see doing acts of kindness</li> <li>● Staff will always address</li> </ul>	<ul style="list-style-type: none"> <li>● Because every student and staff member deserves to enjoy their break and lunchtime and feel safe</li> <li>● Because the staff working in the canteen deserve respect and kindness</li> <li>● Because everyone deserves to eat their lunch in a pleasant environment</li> </ul>

	<ul style="list-style-type: none"> <li>• Students eating their food and not making a mess on the table</li> <li>• Students tidying up after themselves leaving nothing on the table or the floor</li> <li>• Students clearing their plates and disposing of their cutlery in the appropriate areas. Students stacking their trays neatly</li> <li>• Students leaving the dining area once they have eaten</li> </ul>	<p>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</p> <ul style="list-style-type: none"> <li>• Signage will serve as visual reminders</li> <li>• There will always be a senior leader on duty in the lunch hall</li> </ul>	<ul style="list-style-type: none"> <li>• Because students, staff and parents are clear about the expectations</li> </ul>
<b>Questions</b>	<b>What we will see</b>	<b>How we will see it</b>	<b>Why we will see it</b>
What will student behaviour look like in the playgrounds?	<ul style="list-style-type: none"> <li>• Students playing within sight of the adults on duty</li> <li>• Students not being in unsupervised areas (including inside the school building)</li> <li>• No rough or unsafe play</li> <li>• Every game being open to whoever wants to play as long as student</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• A member of staff will always be on duty in the playgrounds. The staff member will be wearing a hi-</li> </ul>	<ul style="list-style-type: none"> <li>• Because every student deserves to enjoy their break and lunchtime and feel safe</li> <li>• Because we all deserve a clean and litter-free environment</li> <li>• Because students, staff and parents are clear about the expectations</li> </ul>

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	<p>numbers do not make it unsafe</p> <ul style="list-style-type: none"> <li>● Students being polite and courteous to staff and to each other</li> <li>● Positive interactions between students</li> <li>● Students working out problems themselves by reminding others of the rules, asking others to stop specific behaviours, walking away, playing with someone else, etc.</li> <li>● Students seeking help from the adult on duty if they cannot resolve the problem themselves</li> <li>● 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</li> <li>● Students changing behaviour when requested to do so by the adults on duty</li> <li>● Students following all</li> </ul>	<p>visibility jacket so they can be seen by students and staff are expected to be 'actively' on duty</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● 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</li> </ul>	
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	<p>instructions the first time</p> <ul style="list-style-type: none"> <li>• Students walking to their designated area in the playgrounds when the end of break/end of lunch warning bells sound</li> <li>• Students stopping and freezing when the first whistle is blown, moving to their lines on the second whistle and being silent on the third</li> </ul>		
<b>Questions</b>	<b>What we will see</b>	<b>How we will see it</b>	<b>Why we will see it</b>
How will we see students wearing their uniform?	<ul style="list-style-type: none"> <li>• Students will be in approved uniform (see Appendix L)</li> <li>• Students will be wearing their blazers unless they have been given permission to remove it due to the heat</li> <li>• Students will be wearing black formal school shoes; trainers are not permitted except for sporting activities</li> <li>• Students will have their ties on and their shirts</li> </ul>	<ul style="list-style-type: none"> <li>• Uniform expectations will be made clear to parents and students at start of year meetings</li> <li>• Uniform expectations will be published on the school website, in the Parent Handbook and in the student journal</li> <li>• Expectations will be made clear to students at the start of the school year and we will continue to revisit it throughout the year</li> <li>• Form Tutors will check</li> </ul>	<ul style="list-style-type: none"> <li>• Because their uniform is part of their identity as a student of Holy Family Catholic School</li> <li>• Because it helps create a professional working environment</li> <li>• Because the way a student wears their uniform shows their commitment to their studies</li> <li>• Because students, staff and parents are clear about the expectations</li> </ul>

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	<p>tucked in</p> <ul style="list-style-type: none"> <li>• Students complying with requests to fix their uniform and not answering back</li> </ul>	<p>uniform first thing in the morning</p> <ul style="list-style-type: none"> <li>• All staff will continue to check uniform throughout the school day</li> <li>• 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</li> </ul>	
<b>Questions</b>	<b>What we will see</b>	<b>How we will see it</b>	<b>Why we will see it</b>
How do students leave school at the end of the day?	<ul style="list-style-type: none"> <li>• Students leaving calmly</li> <li>• Students being courteous to the member of staff on gate duty</li> <li>• Students quickly moving away from the gate and not loitering</li> <li>• Students walking down the road calmly and not in large groups</li> <li>• Students being mindful and respectful of other pedestrians by giving them room to pass</li> <li>• Students being helpful by</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• A member of staff will be on gate duty with more members of staff on duty in the close vicinity</li> <li>• Students who do not meet expectations will be sanctioned appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Because students are ambassadors of our school and their behaviour, both inside and outside of school, must always reflect our Christian values</li> <li>• Because students, staff and parents are clear about the expectations</li> </ul>

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	allowing the elderly or those with children to board buses first <ul style="list-style-type: none"> <li>• Students obeying all school rules</li> </ul>		
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## Appendix H Responding to Inappropriate Behaviour

<b>Low Level Misbehaviour</b> 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)			<b>Serious Misbehaviour</b> Swearing, bullying, defiance, violence (Suggested not binding, dependent on circumstance)
<b>Low Level One Off</b>	<b>Low Level Repeated</b>	<b>Low Level Persistent</b>	<b>Serious Incident</b>
You should: <ul style="list-style-type: none"> <li>• Use non verbal cues to avoid disruption to teaching and learning</li> <li>• Express private, firm disapproval</li> <li>• Reset expectations and set a target to get an achievement point for a desirable behaviour</li> </ul>	You should: <ul style="list-style-type: none"> <li>• Move their seat</li> <li>• Give a closed choice: You can either get on with your work now or you can finish it at break time.</li> <li>• Keep them back briefly at break/lunch/after school to reset</li> </ul>	You should: <ul style="list-style-type: none"> <li>• Send for the On-Call teacher and request for removal of the student</li> <li>• Follow up with a phone call or email home</li> <li>• Discuss with your HoD the possible need for a restorative meeting to take place and the</li> </ul>	You will: <ul style="list-style-type: none"> <li>• Ensure that everyone is safe and send for SLT using the On-Call button on the staff homepage</li> <li>• Record the behaviour on SIMS.</li> </ul> Senior Leaders will: <ul style="list-style-type: none"> <li>• Remove the child from</li> </ul>

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<ul style="list-style-type: none"> <li>● Allow take up time to let the student save face/to process your instruction/to avoid confrontation in front of an audience</li> </ul>	<p>expectations</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Record the behaviour in the student’s journal for the attention of their parent</li> <li>● Record the behaviour on SIMS</li> </ul>	<p>support which will be available for you</p> <ul style="list-style-type: none"> <li>● Place the student on a Department Report to monitor subsequent behaviour and attitude</li> <li>● Record the behaviour and any communication with parents on SIMS.</li> </ul>	<p>the classroom/playground</p> <ul style="list-style-type: none"> <li>● Call Parents</li> </ul> <p>Senior leaders might:</p> <ul style="list-style-type: none"> <li>● Set an internal exclusion if appropriate.</li> <li>● Issue a suspension or permanent exclusion if appropriate</li> </ul>
<p>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 particular situations.</p>			

## Appendix I Consistent Calm Adult Scripts

<p><b>For Low Level One Off and Low Level Repeated</b></p>	<p><b>1) Redirection / Reminder</b></p> <ul style="list-style-type: none"> <li>● Gentle encouragement, a ‘nudge’ in the right direction.</li> <li>● A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary.</li> <li>● De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</li> <li>● Praise will be given if the student is able to model good behaviour as a result of the reminder.</li> </ul>
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	<p>2) <b>Caution</b></p> <ul style="list-style-type: none"> <li>• A clear verbal warning delivered privately wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.</li> <li>• 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”</li> </ul> <p>3) <b>Last Chance</b></p> <ul style="list-style-type: none"> <li>• Speak to the student privately and give them a final opportunity to engage. Use the scripted intervention</li> <li>• I have noticed that you are... (having trouble getting started, wandering around etc.) right now.</li> <li>• At Holy Family, we... (refer to the 3 school rules – ready, respectful and safe)</li> <li>• 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)</li> <li>• 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.</li> </ul>
<p><b>For Low Level Persistent</b></p>	<p><b>Script when you have requested time out, under the supervision of the on-call teacher, with the intention of resetting expectations and a return to the class</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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?</li> </ul>

## Appendix J Recording in SIMS

Steps	Staff Action
1	Using the <b>'Find student'</b> 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 <b>'Behaviour'</b> Tab on the pupil's basic detail profile.
3	<b>Add New Incident:</b> Under section 4 of the Behaviour Management page, click 'New' to add incident. A new incident details box will open.
4	<b>Type:</b> Click on the 'Type' drop down menu and choose the misbehaviour description which accurately describes the incident.
5	<b>Location and time</b> – please ensure this is accurately recorded via the location and time drop down menus.
6	<b>Description:</b> 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	<b>Informing Parents:</b> Where pupils 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 pupils are disrupting lessons by the class teacher
8	<b>Action taken</b> must be recorded. Adding the behaviour incident and the allocation of consequence points is not a sanction or intervention in itself. 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	<b>Actioned by:</b> 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	<b>SAVE - Please ensure you save your record before closing SIMS down.</b>

<b>Initiatives</b>	Any initiatives or interventions such as phone calls, emails or meetings should be recorded via initiatives if not directly linked to a specific behaviour or reward. The initiatives box can be found on the pupil's basic details profile.
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### Adding Rewards

Steps	Staff Action
1	Using the ' <b>Find student</b> ' 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 ' <b>Achievement</b> ' 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	<b>Complete by recording the staff member awarding the achievement - this is always necessary and save.</b>

## 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

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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.
- **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 make 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.

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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.

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- 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:

<b>Achievement Trigger Points</b>		
<b>Across One Academic Year</b>		
<b>Number of achievement points</b>	<b>Reward to be given</b>	<b>Actioned by</b>
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


<b>Termly</b>		
<b>Number of achievement points</b>	<b>Reward to be given</b>	<b>Actioned by</b>
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	Afternoon Tea with the Headteacher	AHoY





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Points from each year group		
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
<b>Everyday branded uniform</b>		
School blazer  	<u><b>Compulsory</b></u>  All students  All year groups  All the time	All year





<p>School tie</p> 	<p><b><u>Compulsory</u></b></p> <p>All students</p> <p>All year groups</p> <p>All the time</p>	<p>All year</p>
<p>Red kilt</p> 	<p><b><u>Compulsory</u></b> for</p> <p>Female students in</p> <p><b>Yrs 7 &amp; 8</b></p>	<p>All year</p>
<p>Black kilt</p> 	<p><b><u>Compulsory</u></b> for</p> <p>Female students in</p> <p><b>Yrs 9, 10 &amp; 11</b></p>	<p>All year</p>
<p>Boys trousers - <i>Not branded</i></p> <p>Black only</p> 	<p><b><u>Compulsory</u></b> for</p> <p>Male students</p> <p>All year groups</p> <p>All of the time</p>	<p>Must be formal trousers</p> <p>No 'jean' style or skinny-fit</p> <p>All year</p>



<p>Shirt</p> <p>White Long sleeved or Short sleeved</p> 	<p><b><u>Compulsory</u></b></p> <p>All students</p> <p>All year groups</p> <p>All of the time</p>	
<p>Girls trousers - <i>Branded</i></p> 	<p>Optional</p> <p>Female students</p> <p>All year groups</p>	<p>Must be bought from approved stockists (Speedstitch or Carolina) and must have school badge</p>
<p>School v-neck jumper</p> 	<p>Optional</p> <p>All students</p> <p>All year groups</p>	
<p><b>Branded accessories</b></p>		
<p>Knitted hat</p> 	<p>Optional</p> <p>All students</p> <p>All year groups</p>	

<p>Scarf</p> 	<p>Optional</p> <p>All students</p> <p>All year groups</p>	
<p><b>Branded PE Kit</b></p>		
<p>PE polo</p> 	<p><b><u>Compulsory</u></b></p> <p>All students</p> <p>All year groups</p> <p>Every PE lesson</p>	
<p>PE shorts</p> 	<p><b><u>Compulsory</u></b></p> <p>All students</p> <p>All year groups</p> <p>Every PE lesson</p>	



<p>PE track pants</p> 	<p>Optional item</p> <p>All students</p> <p>All year groups</p>	<p>No other tracksuit bottoms may be worn</p> <p>Great for winter months when students will do PE outdoors</p>
<p>PE training pants</p> 	<p>Optional item</p> <p>All students</p> <p>All year groups</p>	<p>Great for winter months when students will do PE outdoors</p> <p>Plain black skins may be worn under school shorts (outdoors only)</p>
<p>PE skort</p> 	<p>Optional item</p> <p>Female students</p> <p>All year groups</p>	<p>Skort can be worn instead of shorts if preferred</p>
<p>PE bag</p> 	<p>Optional</p> <p>All students</p> <p>All year groups</p>	
<p><b>Other items - non-branded</b></p>		

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

<b>Coats</b> <b>Black only</b>		Not to be worn in class
<b>Gloves</b> Black	Optional	Not to be worn in class
<b>Scarves</b> Only Holy Family branded or plain black scarves are permissible	Optional	Not to be worn in class
<b>Hats</b> Only Holy Family branded or plain black hats are permissible	Optional	Not to be worn in the building
<b>Hair accessories</b> 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

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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