

# **The Holy Family Catholic High School**



## **Behaviour Policy**

## **Rewards and Sanctions Policy including Behaviour Policy**

TO INCREASE IN WISDOM AND GRACE

Together we step out in faith, weathering the storms that may challenge us, confident that Christ is with us and united as a holy family.

**Holy Family Catholic High School embraces the Gospel principles which include *'love thy neighbour as thyself, (Mark 12 v31)*. This means that we work with students to enable the Holy Spirit to unlock the potential gifts and talents of all the students in our school.**

Through our House system, lessons and wider educational opportunities provided by the school, we aim for our students to be ready academically, spiritually, emotionally and morally for the world in which they live. We aim for them to have successful and healthy coping strategies which will enable them to weather the storms that may challenge them throughout their life, so that they can work towards achieving their vocation as children of God.

We will recognise the success of the House system by:

1. Rising academic standards
2. Student leadership opportunities
3. Rising attendance
4. Increased opportunities in our curriculum and extra-curricular for students to experience success and failure

Students will experience the joy, the awe and wonder of a distinctive Catholic ethos throughout the school. The principles of the school's behaviour management policy are based on the roots of Catholic education, which ultimately seek the reality of Christ in our lives.

We will:

- Respect every individual within the school, everyone matters because we are all made in the Image of God (Imago Dei)
- Create a community where all can enjoy and achieve success, knowing we are safe and secure
- Listen and support each other
- Communicate in a polite and respectful manner to all members of the school community
- Celebrate who we are as individuals and value ourselves and the unique contribution we can make to the school community
- Acknowledge that there is strength in diversity and so accept each other with all our differences as we work together to achieve our common goals.

## **Aims**

We aim to promote high expectations of students through an affirmative culture, which both acknowledges the positive contributions individuals bring to our community, but is also prepared to challenge behaviours that contradict the ethos and values that our community holds dear. Through working together the home/school partnership will ensure that students are able to take ownership of their behaviour and personal accountability for their own actions.

## **Effective learning**

To ensure effective learning we will promote the following behaviours:

1. An attentive interest in school work
2. Good organisation
3. Effective work in a group
4. Asking for help when needed

We are developing young people who are:

1. Respectful toward staff
2. Respectful to other students
3. Respecting of property
4. Physically peaceable

The experiences of our curriculum and the opportunities students have at Holy Family will enable them to have:

1. Empathy with others
2. A social awareness
3. Good self- control
4. Confidence

To achieve our aims staff will work collaboratively with each other, the students and home. In all our relationships we will seek to maintain the self -esteem of the students at all times and never personally demean or use inappropriate labels. However, students must acknowledge the authority of the teacher and the need for appropriate behaviours. All aspects of behaviours, both good and negative will be recorded using Progresso.

REWARDS	SANCTIONS
<ul style="list-style-type: none"> <li>• Praise and acknowledgement from your teacher of a student's achievement</li> <li>• Positive points from VIVO system</li> <li>• Achievement certificates</li> <li>• Vouchers and prizes from VIVO system</li> <li>• Assemblies</li> <li>• School prizes and awards</li> <li>• Ethos award</li> </ul>	<ul style="list-style-type: none"> <li>• Stamp S 1,2, or 3 in planner</li> <li>• Negative points which contradict the ethos and values of the school</li> <li>• Subject detention, Faculty detention</li> <li>• School detention at lunchtime with head of house ( 30 mins) parents are informed</li> <li>• After school detention of 1 hour ( parents are informed personally)</li> <li>• Internal isolation</li> <li>• Fixed term exclusions- the school will seek to develop strategies to minimise these</li> <li>• Permanent exclusions- the school seeks to avoid these wherever possible, working in collaboration with other schools.</li> </ul>

### Communication

Parents will have access to a parent portal of Progresso which will enable them to have up to date information on the positive and negative achievements of their child.

Sanctions are currently issued at the professional judgement of the member of staff, taking into account the nature of the situation and the circumstances of the individual. Our aim is always to sustain the learning and the student's personal development. A response by the class teacher during lessons may be:

### Sanctions

Planners are open on the student's desk to the correct date page.

1. Stamp an S in the student's planner- this signals a warning to the student to adjust their behaviour and is visible to parents.
2. Staff may consider adjusting the seating plan, the use of proximity to help the student readjust to the learning behaviours required.
3. A continuation of negative student behaviours would bring an S2 and a cool off time of 2 minutes.
4. A further continuation of choosing to continue with negative behaviours would bring an S3 consequence and the use of the faculty remove timetable.
5. **In the planner, record the room that the student is to move to.**

### Consequence of S3

1. Recorded on **Progresso as S3** by the class teacher
2. Communication with parents by the class teacher on the same day
3. Subject teacher gives the student a detention for 15 mins in their classroom with the purpose of reconciliation. Reconciliation scripts are included in the policy at appendix 1. Recorded on Progresso.
4. A repeated S3 leads to a faculty detention for 25 minutes , Basics- Tuesday, Ebacc- Wednesday, Open –Thursday
5. Faculty detention is held in **Head of Faculty classroom 12:25pm-12:50pm**, where students **will use their planner to copy out the code of conduct.**
6. **Failure to complete a faculty detention is an after school detention for one hour led by SLT on a Friday.**

### What if...

An S3 is given- a call home is made – the student attends detention- positive outcome

An S3 is given- a call home is made- the student does not attend detention- call home by subject teacher- escalate to Faculty detention.- detention completed- positive outcome

An S3 is given- a call home is made- the student does not attend detention- call home by subject teacher- escalate to Faculty detention.- does not attend detention – call home by HoF -SLT detention- detention completed- positive outcome.

### Report

Type	Colour	Time
Subject	Green	1 week
Faculty	Amber	2 weeks
SLT	Red	2 weeks

7. Two S3 instances will trigger a subject report for a week
8. Three S3 instances from a subject will trigger a faculty report for two weeks. Parents will be involved signing the report.
9. Formal meeting with Head of House and parents to engage their support
10. Action plan of strategies to support the student, including a Pastoral Support Plan with full parental involvement.

### Analysis of behavioural concerns

Heads of house will analyse daily any recorded S3 enabling them to monitor student progress and offer any early intervention.

Form tutors are able to monitor concerns and will discuss those with the Head of House.

A response by the form teacher during form time may be:

Planners are open on the student's desk to the correct date page.

1. Stamp an S in the student's planner- this signals a warning to the student to adjust their behaviour and is visible to parents.
2. Staff may consider adjusting the seating plan, the use of proximity to help the student readjust to the learning behaviours required.
3. A continuation of negative student behaviours would bring an S2 and a maximum of 2 minutes outside the classroom.
4. A further continuation of choosing to continue with negative behaviours would bring an S3 consequence and the directed to the Head of house office ( top corridor)

### **Consequence of S3**

1. **Recorded on Progresso as S3** by the form teacher
2. Communication with parents by the class teacher on the same day
3. Form teacher gives the student a detention for 15 mins in their classroom with the purpose of reconciliation. Reconciliation scripts are included in the policy at appendix 1. Recorded on Progresso.
4. A repeated S3 leads to a detention for 25 minutes **with the head of house**
5. **Failure to complete a head of house detention is an after school detention for one hour led by SLT on a Friday.**
6. Action plan of strategies to support the student, including a Pastoral Support Plan with full parental involvement.

### **Report**

Head of house report is amber- students will be placed on Head of House report for two weeks.

Behaviour that warrants a reward or sanction during before school, break time, lunchtime or after school should be referred to the duty team leader who will then pass it onto the relevant form tutor or if necessary the Head of House/SLT.

Fixed term exclusions are used but they are rare. They are applied for serious one off incidents. They may also be used in response to an accumulation of incidents, including the persistent disruption of learning.

When necessary staff are skilled in using de-escalating techniques to support young people to make positive choices.

Permanent exclusions are very infrequent. The school works in collaboration with other schools locally to support and manage students who are at risk of permanent exclusions. Permanent exclusions will be used rarely in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of others in the school.

At all times our aim and ambition is to work in partnership with the community to manage and support our students in a positive manner.

Through the collective responsibility of all stakeholders implementing this policy consistently we are supporting our school community and guiding our students to experience the joy, the awe and wonder of a Catholic ethos throughout the school and to seek the reality of Christ in their lives.

TO INCREASE IN WISDOM AND GRACE

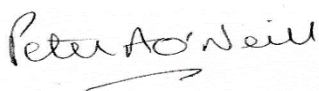
Together we step out in faith, weathering the storms that may challenge us, confident that Christ is with us and united as a holy family.

Policy written: September 2017

Adopted by Governors 13 November 2017

Review: November 2018

Responsibility for implementation: S.Rees, Associate Senior Leader

Signed:  Chair of Governors

Signed:  Headteacher