

The Holy Family Catholic High School

BEHAVIOUR POLICY



“Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.”

Ephesians 4:32

Adopted by Governors: 20 September 2023
SLT Responsible: Mr J Wadsworth
Next Review Date: September 2026

Contents

Contents

Rationale	2
Aims and Objectives.....	2
Three simple rules: Respectful, Responsible and Safe.	2
Virtues (See Appendix V)	3
Rewarding Students.....	3
Being sorry is the start of forgiveness.....	3
Classroom Action - REMIND; TELL; CONSEQUENCE (See Appendix II)	4
Refusal to complete work / Inadequate work	5
The Reset Room	5
Low-Level Behaviour Incidents and Possible Consequences (See Appendix II).....	6
Dealing with Low-Level Behaviour Incidents	7
Serious Behaviour or Persistent Low-Level Behaviour Incidents and Possible Consequences (See Appendix II)	7
Dealing with Serious Behaviour Incidents	8
Defiance	8
Exclusions.....	8
Reasonable Adjustment.....	8
A Supportive Approach- Scripted Responses (Appendix I)	9
Holy Family Student Planners	9
Holy Family Virtue Report (See Appendix IV)	9
Pastoral Lead to administer the following Interventions:	9
Bullying (See also Bullying Policy)	10
Social Media (See also ICT Acceptable Use Policy)	10
Mobile Phones and Devices (See also Mobile Phone policy)	10
Searching Pupils and Confiscation	10
Restraining a Student (See also Use of Force to restrain Pupil Policy)	10
Behaviour outside Holy Family School.....	10
Appendix I - Scripted Responses.....	5
Appendix II - Holy Family Catholic High School Behaviour Policy.....	6
Appendix III - Reintegration Meeting Proforma	7
Appendix IV – Virtue Report	8
Appendix V - Virtues	9
Appendix VI – Reset Room reflection sheet	10

Rationale

All staff at the Holy Family Catholic High School have a responsibility to maintain and support the highest standards of positive behaviour expected from students. The first responsibility for dealing with an incident falls to the member of staff who is closest to hand. Staff should never ignore poor behaviour. This policy is based upon key principles which **recognise the positive**, and to **consistently** apply **clear rules**. These rules are simple; they ask students to be **Respectful, Responsible and Safe**.

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and a sense of importance for poor conduct.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, discipline, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To reduce exclusion and increase inclusion.

Three simple rules: Respectful, Responsible and Safe.

Respectful: In your relationships	Responsible: In your learning	Safe: In your choices & actions
Celebrate others' achievements as well as being proud of your own.	Listen to the teacher and other students' views before expressing your own.	Consider what consequences your actions may have – before you decide to speak or act.
Treat others as you want to be treated.	Plan ahead, organise and evaluate your learning.	Make healthy decisions about your well-being – physical and mental health.
Embrace diversity and equality, seeing difference as a strength in our community.	Follow instructions and accept advice or help.	Allow others to be free from threats, insults and bullying.
Respect the cultures, religions and views of others.	Come to school prepared and motivated to learn, with everything you need.	Respect others' property and the environment we learn in.
Respect others' rights to learn and for learning	Allow others to learn free from disruption.	Think carefully when online – about your 'footprints' as well as choices.

Every behaviour intervention, positive or corrective, must be punctuated with Respectful, Responsible or Safe.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our school.

All behaviour incidents should be logged on EduLink, ensuring that there is communication between other staff members as well as parents and students.

Virtues (See Appendix V)

Our Holy Family Virtues, decided upon following a student vote and categorised by staff into the themes of our school Mission Statement. The purpose of these is to move our approach in school from 'towards virtues', from beliefs 'held' to beliefs 'lived'. Virtues help us understand how to put our values into practice and to consistently act in a manner which fits these values. From these we launched our 'learning virtues'. These will be increasingly important within our behaviour policy, aligning our reward system with our virtues, looking at how we can make these central to our classroom and school experience.

Virtue points are awarded in lessons for:

- V1 Self-Regulation (positive behaviour & attitude)
- V2 Love of Learning (knowing how to learn effectively and taking pride in achievements)
- V3 Resilience (overcoming setbacks in lessons) *Teacher stamp in student planner may be awarded.*
- V4 Reflection (improving future work) *Teacher stamp in student planner may be awarded.*

Staff award these in planners, and you should also see them displayed within the EduLink app. Awarded as our in-class rewards, virtues are recorded as 1-4.

Rewarding Students

Praise and acknowledgement are fundamental facets of the Holy Family behaviour policy, always looking to recognise and acknowledge good behaviour, "*Catch them being good!*"

Virtue points are issued whenever positive behaviour is recorded on our school system, providing a record of where things have been working well and feeding into our reward system.

Achievement certificates and teacher stamps will be issued for contributions and engagement above and beyond the norm, or where the consistent meeting of expectations is impressive in itself. These also serve to indicate to parents our pride in student commitment.

Students who receive a V4 are entered into a weekly prize draw. Students who receive multiple V4s have an increased chance of winning.

Staff will make phone calls to parents to let them know how personally impressed they are by a pupil's work or behaviour.

Assemblies are driven by a reward element, providing public acknowledgement as well as an opportunity for students to inspire each other. This will happen in weekly assemblies and in additional presentation assemblies at the end of each term.

Trips and events that take place on a termly or annual basis and will be subject to a criterion for attendance and behaviour; pupils fulfilling their responsibilities will be given the opportunity to take part. Treat breakfasts will be used by pastoral staff and SLT to acknowledge exceptional performance in the Attitude to Learning Reports.

Friday Period 5 will be used by the Headteacher to give personal thanks to students who are serving the school well through their behaviour and attitude.

School prizes and awards are given out on a more formal basis in recognition of extended and sustained effort and achievement in school e.g., Awards Evening.

Being sorry is the start of forgiveness

As a Catholic community, the Holy Family Catholic High School endeavours to bear witness to the teachings of the Gospel: this means that we must be willing to show forgiveness to others, just as we would hope for our own transgressions. With this in mind, the escalatory nature of the Positive Behaviour

Policy means that when a student complies and shows contrition, they are given the opportunity to re-join their learning community on an even footing. In practice, this means that staff will endeavour to put support in place through dialogue between home and school to give pupils the best possible chance of starting a fresh

Classroom Action - REMIND; TELL; CONSEQUENCE (See Appendix II)

“All students have the right to disruption free learning EVERY MINUTE OF EVERY LESSON.”

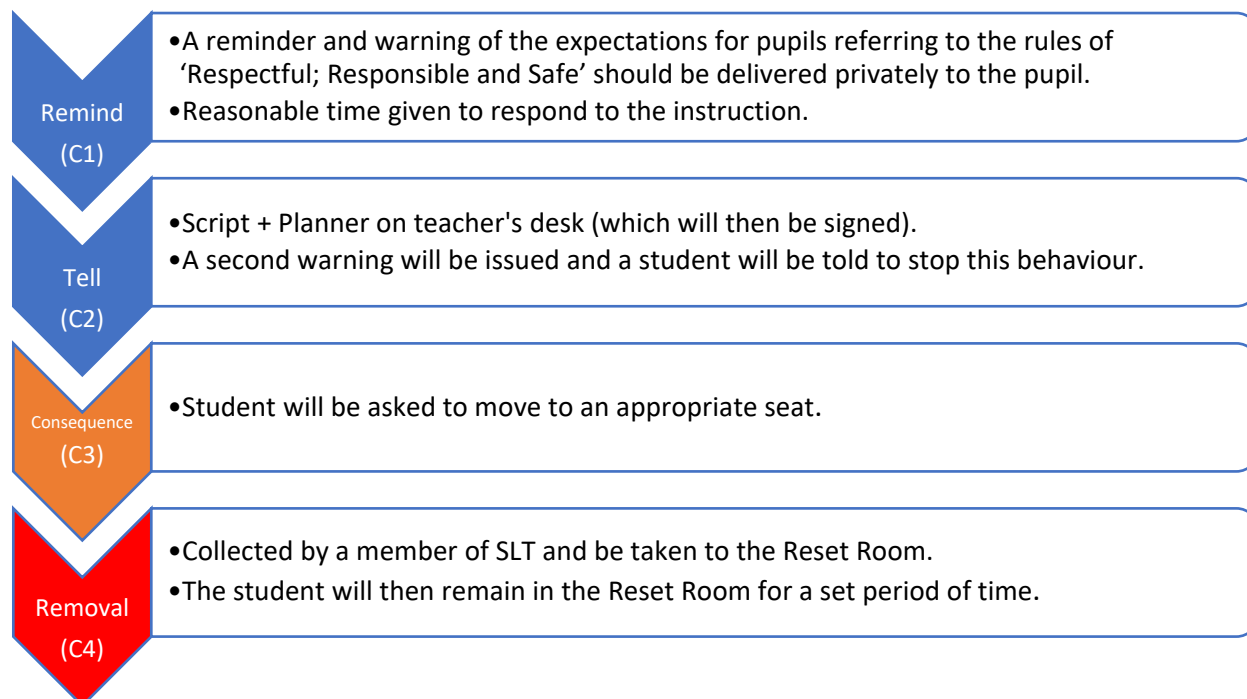
As part of our commitment to discipline with dignity, the majority of behaviour infringements will be addressed with a clear, polite reminder of our expectations: REMIND (C1). If this is ignored, or does not wholly address the behaviour, and so that further time is not taken up for staff and students, a second warning will be issued, and a student will be told to stop this behaviour: TELL (C2). Hopefully these warnings will be adhered to; however, should this not be the case, the student be asked to move to another appropriate seat: CONSEQUENCE (C3). If further misbehaviours continue, students will be removed from the classroom and taken to the Reset Room by a member of SLT. The student(s) will then spend a set amount of time in the Reset Room, where they will complete lesson tasks: REMOVAL (C4) For incidents outside of lesson times, students will be sent to the Reset Room for a set period.

Calm at every step with plenty of take-up time. Resisting the urge to jump steps.

The student has a choice to do the right thing. Students should be given time to respond to this request ‘take up time’.

A clear, verbal, final last chance warning should be delivered privately to the student making them aware of their behaviour and clearly outlining the consequences if they continue.

Students will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the student some time here to have the opportunity to reflect on what you have said and respond appropriately. The suggested scripted responses (Appendix I) allow for restorative practice to take place.



Students who commit a serious breach of behaviour will be taken to the Reset Room instantly by a member of SLT. This might include bullying (see separate whole school Anti-Bullying Policy), racist language, violence, homophobic behaviour, vaping or being in possession of banned substances.

Refusal to complete work / Inadequate work

If a student refuses to complete their assigned work during class, it will be logged as inadequate work. To address this issue and help students catch up on missed work, we have implemented a break time detention session in Room 5. During this detention, students will be required to complete the work that was not finished during the lesson.

In cases where a student repeatedly refuses to comply with these instructions, it may be necessary for them to be referred to the Reset room, where students can reflect on their choices and work towards making more positive decisions in the future.

The Reset Room

The **Reset room** is a dedicated space designed to minimize lesson disruptions and help students regain focus. This room will provide a calm environment for students who are removed from lesson for disruption or other behaviour reasons. A set amount of time will allow them to reset their behaviour and reflect upon their actions.

Procedure:

If a student is given a C4 by their class teacher, a member of staff will receive a 'Callout' message and they will go and remove them from their lesson and take them to the Reset room. Once the student is in the room, they must follow the following instructions:

- Hand their phone in upon entry. This will be placed in a lockable drawer.
- Complete a behaviour reflection form.

Removed	Time spent in the Reset Room		
Period 1	Period 1	Period 2	Break
Period 2	Period 2	Break	Period 3
Period 3	Period 3	Period 4	Lunch
Period 4	Period 4	Lunch	Period 5
Period 5	Period 5	Periods 1 and 2 as well as Break the following day	

- Attempt to complete the work that is provided by the supervising teacher.
- Remain silent, allowing other students to get on with their work.

Time spent in the Reset room:

The table below outlines the amount of time that a student will spend in the Reset room if they are removed from their timetabled lesson.

The Reset room aims to promote self-awareness, emotional regulation, and improved decision-making skills. **Whilst there, students must complete their classwork supported by a range of materials, such as books, and calming activities, to help them refocus and regain a positive mind-set.**

Low-Level Behaviour Incidents and Possible Consequences (See Appendix II)

Consequence	Action	RRS
Told a second time to follow instructions	C2 – Planner signed by class teacher. Recorded on EduLink.	Responsible
Instructions were not followed several times – Lesson Disruption.	C3 – Student is asked to move to another appropriate seat. Recorded on EduLink.	Respectful
Persistently not following instructions in the classroom - Lesson Disruption	C4 - Classroom Removal – Reset Room. Recorded on EduLink.	Respectful
Other (Minor)	Teacher’s discretion – Catch-up, detention, imposition, Reset Room.	Responsible / Safe
Mobile Phone / earphones seen / heard	Any student using or being seen/heard with a phone or device will, in the first instance, have it confiscated until the end of the day if they comply immediately and without argument.	Responsible / Safe
Inappropriate Language	Teacher’s discretion – Catch-up, detention, imposition	Respectful / Safe
Incorrect Uniform / Jewellery / Appearance infringements	Directed to the pastoral office where the correct uniform items can be borrowed. Refusal to wear the correct uniform will result in time spent in the Reset Room.	Responsible
Defiance - Mobile Phone (refusal to hand over the phone)	Lunchtime Detention. Item confiscated and placed in the front office until 3pm.	Safe
No Planner (x3)	Lunchtime Detention / Teacher discretion	Responsible
Poor punctuality	Lunchtime detention	Responsible
Homework not handed in	Planner Comments / Teacher discretion	Responsible
Inadequate Work	Planner Comments / Break Detention	Responsible
Lack of equipment	Planner Comments / Teacher discretion	Responsible
Graffiti in planner	Lunchtime Detention	Responsible
Rudeness/Bad manners/ answering back	Teacher’s discretion – Catch-up, detention, imposition	Respectful
Chewing	Planner Comments – Teacher’s discretion	Safe

Dealing with Low-Level Behaviour Incidents

Planner comments allow for students, staff and parents/guardians to track day-to-day behaviour. Negative points will be issued as a result of the logging of all behaviour incidents on EduLink and will be set against the positive points earned in order for students to qualify for rewards.

Subject or faculty detention: these will generally be issued for behaviour which affects the student's attainment or the attainment of others within the class, due to a lack of work or disruption. These will be at break or lunchtime and may be increased to both if students fail to attend/comply.

Serious Behaviour or Persistent Low-Level Behaviour Incidents and Possible Consequences (See Appendix II)

Consequence	Action	RRS
Reset Room Failure	Full day in the Reset Room the following day. Collected from school.	Responsible
Leaving lesson without permission	Detention / Time spent in the Reset Room.	Responsible
Failed Detention – Not attending or disruption	Time spent in the Reset Room.	Responsible
Defiance	Detention / Reset Room / Parent meeting with Pastoral Lead	Responsible
Verbal abuse, threats or bullying (including cyber-bullying)	Time spent in the Reset Room. Fixed Term Suspension. Parent meeting with Pastoral Lead	Respectful
Vandalism to school property	Time spent in the Reset Room. Parent meeting with Pastoral Lead	Respectful
Verbal Abuse - Staff	Time spent in the Reset Room. Fixed Term Suspension.	Respectful
Other (Severe)	Time spent in the Reset Room. Parent meeting with Pastoral Lead	Respectful / Safe
Physical assault	Parent meeting with Pastoral Lead / Headteacher. Fixed Term Suspension or Permanent Exclusion	Safe
Unprovoked Assault	Parent meeting with Pastoral Lead / Headteacher. Fixed Term Suspension or Permanent Exclusion	Safe
Bullying	Parent meeting with Pastoral Lead / Headteacher. Fixed Term Suspension	Safe
Truancy	Time spent in the Reset Room. Fixed term suspension.	Responsible
Vaping / Smoking	Fixed Term Suspension	Safe
Theft	Time spent in the Reset Room Parent meeting with Pastoral Lead. Fixed Term Suspension.	Safe
Racism, sexism or homophobic incidents	Fixed Term Suspension or Permanent Exclusion	Respectful
Being off-site or out-of-bounds	Time spent in the Reset Room. Fixed Term suspension.	Safe
Misuse of ICT Network	Detention / Parental Meeting and limited access to the network.	Safe

Consuming alcohol or taking drugs	Fixed Term Suspension or Permanent Exclusion	Safe
Involvement in incidents of a sexual nature	Fixed Term Suspension or Permanent Exclusion	Respectful / Safe

Dealing with Serious Behaviour Incidents

After school detentions serve to demonstrate the escalatory approach and will follow when a student fails to comply with detentions set within the school day. Advance notice will be given to parents. Students will be expected to repeat a lunchtime detention if they have refused to comply with detention expectations. Students in detention will go into the canteen after other students at 13:50 pm.

SLT 60 minute after school detentions will be for serious breaches of behaviour or where students fail to attend a lunch detention.

Defiance

Defiance is a repeated refusal to follow an instruction from a member of staff. If a student refuses to follow instructions, they should be given a limited time to make the right decision. The staff member should give the student the appropriate space and warn them that their behaviour will be considered as defiance. If it continues the student will be placed in the Reset Room and parents/guardians informed.

Exclusions

Time spent in the Reset Room, when possible, will be used to avoid sending students home.

Fixed term suspensions (FTS) are only used when behaviour incidents are so unacceptable that the student could not be reasonably sanctioned within the school itself, and as a last resort serving to signify the severity of an incident as a result of a pattern or culmination of behaviour. Fixed term suspensions are issued for a range of serious behaviour incidences including but not exclusively unprovoked assault, swearing at staff, serious vandalism, dangerous, threatening, persistent bullying or involvement in using prohibited substances in school. If a student receives a number of FTS's then a managed move will be considered in conjunction with the Collaborative. The Headteacher reserves the right to decide upon the duration of any FTE dependent on the severity of the offence committed. Following an FTS, a student will be reintegrated (**See Appendix III**) with a meeting of the student, parents/carers and members of the pastoral team. On the day of their return to school, the student will spend half a day in the Reset Room.

Permanent exclusions, whilst these will be avoided, if possible, it is imperative that the Headteacher and governors retain this consequence for students who undermine the authority of the school, or place members of the school community in danger. Please see the DfE document 'Behaviour and Discipline in Schools 2016' for a full list of possible behaviours, prohibited items and consequences

Reasonable Adjustment

At the Holy Family Catholic High School, we are committed to adhering fully to the SEND Code of Practice, the Equality Act 2010, the Disability Discrimination Act 2005, and Special Educational Needs and Disability Act 2001. It is therefore essential that reasonable adjustments are put in place for students with specific needs that may affect conduct around the school and that these adjustments are supported by students, staff and parents. This will generally be an adjustment in how the consequence is carried out within the school Behaviour Policy.

Students who are not following the behaviour policy will be sanctioned accordingly. However, some students may need an alternative plan to be put in place if they are at risk of an out of school suspension (These students may or may not have an EHCP in place). This may involve sessions with various support staff, restorative meetings and/or timetabled lessons in a low sensory environment (see Appendix VI).

A Supportive Approach- Scripted Responses (Appendix I)

As previously stated, *being sorry is the start of forgiveness*, and this involves a restorative approach to improving student behaviour in school. When students are given a consequence by the class teacher, a restorative process takes place. This may be a short discussion, a phone call home or parental meeting. The aim of this restorative approach is to resolve issues, ensure school and classroom expectations are followed so that essential learning can take place.

Holy Family Student Planners

Pupils must bring their planners to school every day, carry them at all times, have them available on the desk and on the right page at the start of each lesson. Planners should be passed without argument to members of staff upon request.

The planner should help in:

- Recording homework and daily reminders
- Communication between home and school
- Recording when students need to leave the lesson for any reason
- Recording positive and negative behaviour, including detentions

Temporary planners will be issued if the main planner is forgotten, it is the student's responsibility to collect these from the Pastoral Office. If the planner is forgotten three times, a detention will be issued. Planners should be fit for purpose, neat and free from graffiti, where this is not upheld students will receive a detention and be required to purchase a new planner.

Holy Family Virtue Report (See Appendix IV)

Virtue reports are used to illustrate the school behaviour levels, 1-3 and to ascertain the number of satisfactory lessons. Target reports are used for students' own guidance and can be set with help of subject teachers so that behaviour can be monitored more closely. Form tutors to track the results of the reports, students will fill in the number of lessons above and below 2. Incomplete reports or those not achieving a '2' or '1' will lead to a detention with the pastoral lead; a lost report will be a pastoral detention. There will be parental involvement from the start so they can monitor the situation.

Virtue Report:

Meeting with pupil, parents, and form tutor (year leader or pastoral team where appropriate)

Form tutor to check report, parents to sign.

Student to get report signed by pastoral lead at break and lunch

If the student fails the virtue report → Miss end of term activities & student to attend an intervention strategy meeting with pastoral lead and/or the Headteacher.

If appropriate, Individual behaviour plan put in place with collaborative referral

Pastoral Lead to administer the following Interventions:

Attendance Focus Groups are set up to monitor and intervene with students where attendance is Persistent Absence (PA), below 90%, those between 90% and 95 % and those with significant attendance concerns.

Contact/meetings with parents to discuss attendance, behaviour and pastoral issues.

Detentions and Reset Room admissions will be tracked and carried out along with referrals to outside agencies. Fixed Term Suspensions (FTSs) and Permanent Exclusions will only be used in extreme cases, see above at the discretion of the Headteacher.

Bullying (See also Bullying Policy)

Bullying is repeated behaviour, including being unkind, excluding someone, *threatening*, hurting or any unsolicited physical contact, sexually abusive or **racist/intolerant** comments, about race, sexuality, religion or ethnicity. Any form of alleged bullying should be reported to the pastoral lead or any member of school staff. In most cases, bullying will result in an exclusion, with support offered to both the victim and the perpetrator.

Social Media (See also ICT Acceptable Use Policy)

Whilst Cyber-bullying and sexualised messaging take place outside school, schools have a responsibility and a right to address this, in accordance with the Education Act 2011 giving teachers the right to search and delete files.

If incidents of cyber-bullying are reported and are serious the police and/or governors will be consulted. Creating or sharing explicit images of a child is illegal, even if the person doing it, is a child. A young person is breaking the law even if the explicit image is of themselves or shared with children of the same age, and even if the child gave his/her permission.

Mobile Phones and Devices (See also Mobile Phone policy)

All mobile phones and devices for communication are not to be used, visible or heard during the school day, including on entering/exiting the building. Any student using or being seen/heard with a phone or device will, in the first instance, have it confiscated until the end of the day if they comply immediately and without argument. If a student objects, or has already had a device confiscated, it will be returned to parents following a meeting with a member of the pastoral team.

Searching Pupils and Confiscation

The Headteacher and staff authorised by the Headteacher can conduct a search for items banned under school rules with or without pupil or parental consent.

Restraining a Student (See also Use of Force to restrain Pupil Policy)

It is the Holy Family policy that staff should not normally use force to restrain unless pupils were in danger of injuring themselves or others, committing serious damage to property or in order to prevent students from committing an offence (Section 93 of the Education and Inspections Act 2006). Staff should also understand the duty of care to make reasonable adjustments for children on the SEND register.

Behaviour outside Holy Family School

Staff have the right to discipline students for misbehaving outside of school “to such an extent as is reasonable”, particularly when taking part in any school related activity or when travelling to or from the school site. Staff may also intervene when a student’s behaviour outside school adversely impacts on the learning or well-being of students/staff whilst at school or brings the school in to disrepute.

Appendix I - Scripted Responses

Scripted approaches at this stage are encouraged:

"I've noticed that...You know the school rules **responsible, respectful, safe**. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Low level behaviour that results in a student being removed to another classroom may need no more consequences. However, it is very important, to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone, and that next lesson is a fresh slate.

2. Restorative Conversation

Walk and talk, stack books and talk, clear tables and talk. The Restorative Conversation is much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus.

3. Imposition

Work that was not done in the lesson taken home, signed by a Parent/Guardian and returned before the start of the next lesson. Impositions are ideal for students who have not completed work due to their poor behaviour.

4. Detention


5 or 10 minutes at breaktime or lunchtime to think about what happened can be enough. Lengthy detentions served days after the incident don't make the point or teach anyone better future behaviour. Any detentions should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

5. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense

Appendix II - Holy Family Catholic High School Behaviour Policy

A key element of the stages is that any student challenging a particular stage of the behaviour policy will immediately move to the next stage, this could result in a student receiving a high consequence for what was, at the start, a low-level misbehaviour. Stages can be missed if incidents are deemed serious enough.



		Stage	Behaviour/Evidence	Consequence
CLASSROOM	REMIND	C1	You have behaved in a manner that undermines yours or other's learning.	You will be REMINDED about the lesson / classroom expectations.
	TELL	C2	You were REMINDED about our school expectations.	You will now be told to correct your behaviour. C2 Recorded in planner and on EduLink.
	CONSEQUENCE	C3	You have now been TOLD to change your behaviour and still not changed your behaviour.	You will be asked to move to another appropriate seat in the classroom. This will be recorded in your planner and on EduLink.
	REMOVAL	C4	You have ignored the CONSEQUENCE and are continuing to disrupt the learning of students in the class.	Collected by a member of SLT and be taken to the Reset Room. You will then remain in the Reset Room for a set period of time.
	RESET ROOM	C5	You truanted a lesson and made no attempt to attend the lesson. Bullying / Verbal Abuse / Vandalism / Vaping / Theft.	Parents/carers will be contacted, and you will need to spend a prolonged period of time in the Reset Room. In more serious instances you may be sent home / suspended.
SCHOOL	AFTER SCHOOL DETENTION	C6	You have refused to attend detention(s). OR You have continued to be disruptive and/or not following the instructions given in the Reset Room.	You should attend an after-school detention 3pm-4pm. Your parents will be notified. You will then half a day in the Reset Room.
	PARENTAL MEETING	C7	Your continuous poor behaviour in school requires a parental meeting with the pastoral lead. A behaviour plan / report will be put in place.	
	VIRTUE REPORT	C8	You have disrupted learning or failed to follow school rules on more than one OCCASION and will therefore be placed on Virtue Report.	Your Form Tutor, the Pastoral Lead and parents/carers will monitor this, the report has no specific consequences attached to it, so serves as an opportunity to show you need no further intervention.
	FIXED TERM SUSPENSION	C9	You have been involved in a serious incident or have accumulated increasing negative behaviour points despite having been on report .	SLT / Pastoral Lead will arrange time in withdrawal, a fixed term suspension or a managed move in another school.
	PERMANENT EXCLUSION	10	An extremely serious incident has occurred involving you, or an accumulation of incidents for which and EXCLUSION has been imposed.	The headteacher will sanction your permanent exclusion to another school.

Appendix III - Reintegration Meeting Proforma



Headteacher: Mrs Donna Mitchell

The Holy Family Catholic High School, Longhedge Lane,
Carlton, North Yorkshire, DN14 9NS

Telephone: 01405 860276

Email: enquiry@holyfamilycarlton.org Website: www.holyfamilycarlton.org

Reintegration Meeting

Student Name:

Date:

At Holy Family, students are expected to follow three simple rules:

- To be respectful – in your relationships
- To be responsible – in your learning
- To be Safe – in your choices

Reintegrating into school due to:
Who was affected by the behaviour / actions?
What will the student change to prevent those behaviour(s) repeating in the future?
Comments / Notes

Staff member signature:

Parent Signature:

Student Signature:

The Bishop Konstant Catholic Academy Trust is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee registered in England and Wales, company number 8253770, whose registered office is at The Zucchi Suite, Nostell Business Estate, Nostell, Wakefield, WF4 1AB.



This Academy is a member of

**The Bishop Konstant
Catholic Academy Trust**

Learning Communities, Inspired by Faith



HOLY FAMILY CATHOLIC SCHOOL
STUDENT VIRTUE CARD



Hand in your report at the start of every lesson
 Collect it at again the end of the lesson
 Ensure your teacher marks down the appropriate virtue level
 This must be signed daily by your tutor and guardian

Name _____

Tutor _____ Year _____
 Report _____

W/C _____
 Reporting Number _____

To _____

Zero '0'	You have received the grade because you have:
	Distracted or disrupted the learning other students
	Been off-task
	Not responded to direct instructions first time

V1	Self Control
	Followed school rules to be ready to learn
	Followed instructions from your teacher without being reminded
	Listened and remained on task throughout the whole lesson

V2	Love of Learning
	Actively listened throughout the whole lesson
	Actively participated and asked relevant questions
	Work is well presented, completed fully, and to the best of your ability

V3	Resilience
	Independently tackled problems or challenges
	Remained positive and enthusiastic in the face of setbacks
	Used mistakes as learning opportunities

Appendix V - Virtues

Grace	 <p>Respect</p>	 <p>Love of Neighbour</p>	 <p>Service</p>
Wisdom	 <p>Reflection</p>	 <p>Self-Control</p>	 <p>Compassion</p>
Grow	 <p>Resilience</p>	 <p>Love of Learning</p>	 <p>Prayer</p>

Behaviour Reflection Sheet

Name: _____
Detention Date: _____

How do you think the member of staff felt at the time?

Explain what happened, that led up to you being here today. Describe your *thoughts* and reasons for your actions.

What could you do differently next time to avoid a similar incident occurring?

What impact could your actions have had on your peers' education or class-work?

