



Policy:

Rewards and Behaviour Policy

Updated:

SLT Responsible:

Next Review Date:

Awakening Minds

Our faith, the teachings of Christ, is at our heart. We devote ourselves fully to our spiritual growth, striving for excellence in all that we do each day.

Achieving Dreams

Our work blends inspirational teaching and confident study in a stimulating environment. We learn wholeheartedly, turning our ambitions into reality with every opportunity.

Serving Others

Our spirit leads us to take a positive role in our community. We show love, care and respect for one another and for everyone in our world today.

DRAFT

VIRTUES AT HOLY FAMILY SCHOOL

Behaviour at Holy Family Catholic School is centred around 'virtues'. Virtues are the day-to-day living out of the values held in our hearts. Virtues help us to know what good conduct is, to analyse right from wrong, and to understand how to put our values into practice through virtuous behaviour. Our behaviour policy guides students towards virtuous behaviour and away from behaviour inconsistent with the virtues we hope to see. The rewards elements of our behaviour policy is based upon virtues. Each of our key virtues is rewardable on Class Charts, for behaviour both inside and outside of the classroom.

OUR VIRTUE PRINCIPLES

1. Through our virtues we live out the vision and values of the school.
2. Every member of our community acts out our virtues, each in a manner suitable to their own particular role.
3. We believe that our school is made better through our virtues.
4. Our virtues help us to live a good life regardless of our faith or beliefs.
5. When we go against our virtues, we stop and reflect on how we can get back on track.
6. The entire school community is invited to determine which virtues should be our leading priorities.
7. We all agree to these choices as an expression of the collective will of the school.
8. We revise our key virtues over time, as we and our community changes.
9. We are guided in our practice by the Church, by our Diocese, and by good practice in Catholic character education.
10. We are guided in our practice by the example of Jesus, the model of all virtues.

OUR KEY VIRTUES 2020-21

All virtuous behaviour is good and worthy of recognition, praise and reward. However, the school community has selected for 2020-21 nine virtues which we wish to focus upon, three for each of our vision statements. Some are areas at which we already excel; others we wish to improve.

Awakening minds	<i>Faith</i>	<i>Love of learning</i>	<i>Reflection</i>
Achieving dreams	<i>Confidence</i>	<i>Self-control</i>	<i>Hope</i>
Serving others	<i>Forgiveness</i>	<i>Kindness</i>	<i>Respect</i>

Background and Principles

- As a school we recognise that people respond far better to praise than to criticism.
- The school will promote consistency of approach which all staff will be expected to follow.
- We aim to work extremely closely with students, parents, carers and teachers.
- The aim of our work is for students to self-direct their behaviour at all times.
- The Additional Needs of all our students will be carefully considered before a sanction is issued. Reasonable adjustments will be undertaken in order to meet the individual needs of each student.

The School Prayer

God our Father, You created us and through your Son, Jesus, Made us members of your holy family, The Church. Fill us with the gift of your Holy Spirit, that we may have the strength to care for one another and the courage to lead our lives following the example of your Son. Mary, Mother of God, keep us from harm. Joseph, patron of all workers, help us to develop our talents to the best of our ability. Amen.

Expectations

Students are:

- ready to learn in correct uniform worn with pride, correct equipment including planner
- respectful to others showing courtesy
- responsible for belongings, ensuring mobile phones are not visible in school
- resilient trying their best at all times
- reliable arriving to school and all lessons on time
- tolerant of others different to themselves

Parents and carers will:

- work in partnership with the school
- ensure their child attends every day on time and equipped for learning
- support the school and work closely with us to ensure a positive environment
- read information from school, check and sign their child's planner weekly
- celebrate the good effort and progress of their child
- attend school meetings as requested

Staff will:

- have the students' welfare at the heart of everything we do
- take time to build positive relationships with everyone within the school
- celebrate and praise successes both in and out of the classroom
- provide positive role models and model appropriate behaviour
- be consistent in managing the behaviour of all students (praise and challenges)

Positivity and Praise

We at The Holy Family Catholic School aim to find positivity amongst all of our students, rewarding them whenever we can. We believe in a consistency approach, with a non-confrontational manner. Striving to maintain a safe and effective learning environment, where every child is enabled to achieve their goals, realising their dreams. We will ensure that there is a positive climate for learning where any form of negative behaviour is dealt with effectively, fairly, consistently and in a timely manner.

Rewards

Here at The Holy Family Catholic School, we put a high value and focus on our reward system. Students are encouraged to strive for their very best in all areas. We recognise rewards in the lots of areas:

Above and Beyond:

- Extra-curricular
- Good deeds
- Representing the school

Academic

- Effort
- Excellent classwork
- Excellent homework
- Perseverance
- Presentation
- Resilience

Behaviour to others

- Kindness
- Compassion
- Courtesy
- Forgiveness
- Helpful
- Patience

Attendance

- 100%
- Best from group
- Best year group
- Regular challenges including 'Most Improved'

Rewards are given weekly and offered throughout the school year. These include spot prizes, certificates, commendations, celebration assemblies, texts/postcards/phone calls home and build up to a celebration evening awards ceremony with parent carers invited.

Non-negotiables

Our positive expectations for the classroom and school

- Attend school every day, on time and wearing the correct uniform
- Make sure you arrive to lessons equipped and ready to learn
- Be respectful towards one another and all school staff
- Foul language and swearing is not acceptable at any time
- Keep mobile phones in your bag switched off and out of sight
- Follow the seating plan when you arrive in class
- Enter the room calmly and quietly
- Remain sensible and quiet throughout the lesson
- Place your planner on the desk, opened at the correct week
- Start your learning as soon as you arrive
- Present your work neatly
- Complete all work to the best of your ability
- Listen respectfully in class
- Work hard and make a positive contribution to the lesson
- Remain silent when a teacher or another student speaks to the class
- Take responsibility for where you sit; keep it clean and tidy
- Record homework carefully into your planner
- Wait to be dismissed from the lesson by the teacher
- Move swiftly to your next lesson showing consideration for others

Attendance and Punctuality

Every School Day Counts - Students are expected to attend school every day on time and ready to learn. Extended periods of absence limit the chances of students achieving their full potential. Parents/carers are expected to support students and in the rare occasions of illness, will be expected to contact the school before 8.30am and provide documented evidence for the absence. Appointments of any kind should be made out of school hours as much as possible, with prior notice given for any appointments that cannot be made outside the school day.

Emergency Closure

If the school is unexpectedly closed for any reason, a text message will be sent as soon as possible. We endeavour to do this before 7.30am (it is therefore really important that the school office have your correct contact details, preferably with a second contact on file). In the case of bad weather (ice/snow or extremes), only the front gate will be used. The steps and path at the back leading to High Spring Garden Lane should not be used.

Uniform

All students will wear their school uniform/PE Kit correctly, in all lessons and around school at all times. Wearing correct uniform allows us to identify our school students in and out of school.

- **Maroon blazer with school badge** (Sleeves not turned over or pushed up – wrist length)
- **Maroon pullover with woven school badge** (Optional).
- **Plain light blue cotton shirt/blouse.**
- **School year tie with school badge showing** (Tie must be waist length, knots pushed up to top buttoned collar.
- **Black full-length trousers** (No jeans, leggings or sportswear).
- **Regulation black school skirt with school logo** (only available from school) and plain black tights.
- **Plain black, white or grey socks.**
- **Plain black sensible footwear** (No coloured trim/embellishment.
- **Appropriate school bag** (Not a fashion accessory)
- **Sensible outdoor coat – training tops** (must not be worn inside the building at any time). **Leather or denim jackets are not acceptable as outdoor coats.**
- **No hoodies/sweatshirts to be worn in school or at break/lunchtime.** (Unless specific permission given e.g. PE Department, Lourdes trip etc.).
- **School Hijab with school logo only** (School tie must be visible).
- **Excessive make-up is not allowed, including extreme hair colouring.**
- **No false nails** (Nails should be natural and trimmed to a sensible safe length).
- **Plain dark headbands and bobbles.**
- **Sensible haircuts** (No patterns/shaved/sculptured/Mohican hair styling).

Any deviation from this will result in a sanction being given. Any difficulty in obtaining uniform should be reported to the pastoral year team immediately.

Jewellery/Piercings

Jewellery, facial, nose and body piercing are not allowed in school (with the exception of a single stud in pierced ears and a clear plastic retainer in a nose piercing. **No other facial/tongue piercings are allowed**)

Watches are allowed, but we would advise against wearing expensive items, as these are brought in at the owners' personal risk.

PE Uniform

All students must wear the Holy Family Catholic School PE Kit with logo on it.

Boys PE Kit:

- **Navy/Sky blue reversible rugby shirt**
- **Navy/Sky blue shorts**
- **Navy/Sky blue hoodie (optional)**
- **Navy/Sky blue polo shirt**
- **Navy blue socks**
- **Trainers (no pumps)**
- **Football boots**

KS4 Boys ONLY (optional)

- **Navy tracksuit bottoms with logo**

Girls PE Kit

- **Navy/Sky Blue shorts or skirt (Not cycling shorts)**
- **Navy/Sky blue hoodie (optional)**
- **Navy/Sky blue polo shirt**
- **Navy tracksuit bottoms with logo (optional) OR plain black/navy sports tracksuit bottoms/leggings**
- **Black or white trainers (no fashion boots or pumps)**

Girls representing school must have a skirt with the school logo on it.

(ALL CLOTHING SHOULD BE CLEARLY MARKED WITH YOUR CHILD'S NAME)

Valuables

Please avoid bringing items of value into school. No valuables or money should be left in classrooms or unattended. **(Unfortunately school will be unable to investigate the loss or theft of any such items. All property brought into school is the responsibility of the owner at all times).**

Mobile phones/electronic devices

Mobile phones and electronic devices must not be seen or heard throughout the school day. They should be switched off and put away before entering the school grounds and not turned on until you have left the school grounds. If seen they will be confiscated and will not be returned until the end of the school day. Repeat offenders will require a parent/carer to collect. **(School will not be responsible for the loss or theft of any phone that have been brought into school).**

Use of student planners

Students are expected to have their planner with them every day and on the desk in each lesson. Form tutors will regularly check that the planner is being used correctly and that parents have signed it each week. Homework should be recorded in the planner with the due date for completion. Toilet passes will be recorded in planner and any student outside of lesson should have dated authorisation written in by the teacher. Lost planners will be charged at a cost of £5 to replace.

Expectations around the building

It is expected that ALL students will treat the building with respect. Loud boisterous behaviour will result in a reprimand given by any staff who come across it. Respectful tone and behaviour must be displayed at all times, showing the school at its best. Food should only be eaten in the designated dining areas and not walked around the school. Chewing gum is NOT allowed in the school. A polite tone and friendly manner must be shown to all individuals alike. Foul language will be challenged appropriately and a sanction may be given. Movement between lessons should be direct and students must not deviate from the correct direction on staircases, ensuring punctuality and that a prompt start can be made to all lessons.

After school detentions

Detentions must be attended and completed in accordance with the school policy. No exceptions will be made without prior discussion with the pastoral lead for that year group. Parents and carers are expected to support the school by ensuring their child attends when required. Notification of detentions will come through Classcharts. Failure to complete a detention will result in additional time being issued and further refusal could result in contact home and Isolation.

Internal Exclusion/Isolation

This is a room where students who have failed repeatedly to accept and keep to the school standards and expectations will be placed. In that room students are expected to complete all work given in complete silence. The duration of their stay will be initially 1 day, but depend upon the severity of their behaviour. Students can be placed in Isolation for part of the day whilst an investigation is taking place and also in a response to an SLT call out. No social interaction is allowed in this room and any failure to comply will result in extra time given or possible placement in another school's Isolation room.

Reports/Contracts

On some occasions it may be necessary to put a student on a formal monitoring programme. This will involve them having to get a report card signed each lesson by the teacher and taking this to the pastoral lead at various points during the day to be checked. The report should then be taken home and signed by the parent/carer. Reports are reviewed weekly and findings shared with parents/carers. Incomplete reports will result in an extension to the time on report. Negative reports that show no improvement in behaviour will be referred to SLT for a consideration of a formal contract. This contract would be set up in a meeting with parents/carers present with a deadline for improvement agreed.

Smoking

Smoking is not permitted at any time on or around the school site. There are no exceptions to this rule. This includes on the way to and from school, as the school uniform is clearly visible. Anyone found contravening this will be referred to SLT for an appropriate sanction, up to and including fixed term exclusion.

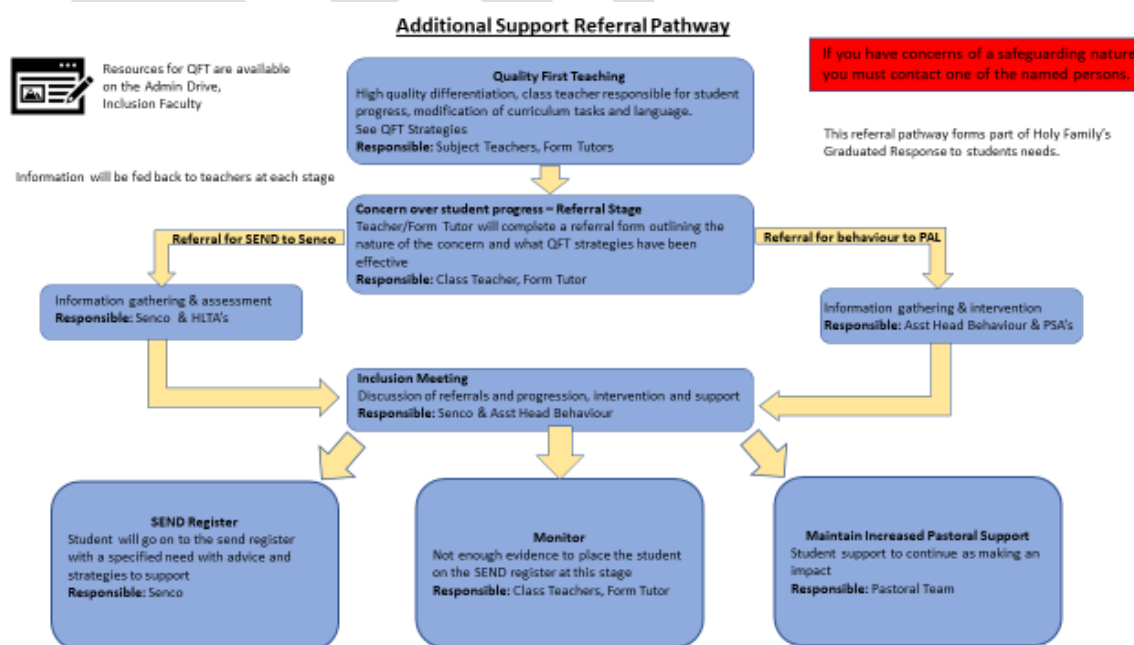
Searching Students and their Possessions

The Headteacher can authorise a search of students or their possessions (including bags) without their consent if there are reasonable grounds for doing so. The conduct of student searches is a power available to Headteachers, not a duty. This power includes searching for weapons, alcohol, controlled drugs. Teachers can also instruct students to turn out their pockets, and sanction them if they refuse to do so. The safer schools police will be contacted where there is a potential danger or risk to the personal safety of the teacher, the student, or others.

Additional Support

Here at Holy Family, we employ a number of staff who will focus on the pastoral care and the learning needs of each student. They are available throughout the day should a student require additional support. The aim of these staff is to help students manage themselves responsibly and resolve any issues which might be getting in the way of their learning.

The school procedures for Inclusion take account of the 1996 Education Act, the Special Educational Needs and Disabilities Act (2002), the Special Educational Needs and Disability Code of Practice (January 2015) and The Equality Act (2010), Guidance from OFSTED, NASEN (the National Association for Special Educational Needs), and DfE and local authority guidance on the inclusion of children from ethnic minorities and Looked After Children has also been taken into account.



Protecting Good Quality Learning

Teachers often use reminders to students about the basics to help get students back to learning and may give a short period of time out prior to the next steps. Asking the student to stand outside for a few minutes so the learning can continue uninterrupted for the other students.

C1 Public reminder: For example moved to another seat within the classroom, giving clear direction to the student about expectations and a warning about being removed to another room

C2 Public action: For example relocating to another classroom within the Department

C3 On Call Removal Pastoral team will pick up the student and take them to Isolation for that period in the first instance. SLT may be called on to assist where necessary. Two C3's in 1 day will mean the rest of the day spent in Isolation.

Unacceptable behaviours can include:

Disrespecting other students' ability to learn freely, deliberate attention seeking behaviour causing others to lose focus on their learning, silliness, throwing things around the room in order to disrupt, refusal to follow instructions not settling down to work, refusal to participate in learning activities, not having the correct equipment (*including planner*) and not being ready to learn.

Detentions

Breaktime – for persistent lateness

C2 Afterschool detention 30 minutes

C3 Afterschool detention 1 hour

Sanctions available if needed

- Verbal warning or reprimand
- Negative points – awarded through Class Charts for any behaviour that contradicts the ethos and values of our school, disrupts learning etc.
- Removal to work in another classroom Pastoral Call Out
- Teacher or Departmental break/lunchtime detentions
- After school detention C3 30 mins (missed detention parents informed +60 mins)
- After school detention C4 60 mins (missed detention parents informed +120mins)
- On-call – Pastoral used to remove a student/students from class (SLT in support when needed)
- Internal Inclusion room
- External Inclusion at another school
- Pastoral report/close monitoring
- Fixed term exclusions – the school seeks to develop strategies to minimise these.
- Referral to local behaviour collaborative for possible Managed Move
- Permanent exclusions – the school seeks to avoid these wherever possible, working collaboratively with other schools in the 3 Valleys Behaviour and Attendance Collaborative

Communication with parents and carers via Class Charts, phone calls, letters, meetings and visits, is a vital part of underpinning the success of this policy. We aim to work in partnership with families in order to get the best outcomes for your child.

Use of Reasonable Force

From Department for Education Guidance

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

• *In a school, force is used for two main purposes – to control pupils or to restrain them.*

• ***The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.***

• *The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.*

Schools can use reasonable force to:

• *remove disruptive children from the classroom where they have refused to follow an instruction to do so;*

• *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*

• *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*

• *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*

• *restrain a pupil at risk of harming themselves through physical outbursts.*

Schools cannot:

• *use force as a punishment – it is always unlawful to use force as a punishment.*

Using force

*A panel of experts identified that certain restraint techniques presented **an unacceptable risk** when used on children and young people. The techniques in question are:*

• *the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;*

• *the ‘double basket-hold’ which involves holding a person’s arms across their chest;*
and

• *the ‘nose distraction technique’ which involves a sharp upward jab under the nose.*

In the context of the above in some circumstances, staff may decide to use reasonable force to restrain a student. **This must only be done to prevent harm.** Physical restraint should **never** be used as a form of punishment.

Incidents of physical restraint must:

- **Always be a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded and reported to parents.

The use of physical restraint is a **power not a duty**. The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

If you physically intervene with a student or students, please provide a detailed written account of the incident including the nature of the incident, details of the type of restraint used and the length of time the restraint was applied. Please also provide details of as many staff and students who were present as possible. This information should be shared as soon as it is possible following the incident with the AHT for Behaviour and Attendance, copying in the Headteacher. Please feel free to include any other relevant colleagues in the distribution list.

In the event of a student or parent complaint following the use of reasonable force by a staff member, the staff member can expect the full backing of their senior leadership team when they have used reasonable force as outlined in this policy.

Exclusions

Every opportunity is taken to understand the background and needs of a student leading to any incident. In some cases the school may exclude a pupil for a fixed period if their conduct is deemed to warrant this sanction. Following an exclusion, a parent/carer is required to attend a reintegration meeting to discuss support strategies, with a member of the Pastoral Team and Senior Leadership Team. Exclusions totalling more than 15 days in any term, will result in a disciplinary meeting with the Governors.