

**SACRED HEART  
HIGH SCHOOL**



**PARENT PACK**

**UPDATED 2 FEBRUARY 2024**

# Contents

|   | <b>Page</b> |
|---|-------------|
| <b>1 WELCOME</b>  | <b>3</b>    |
| <b>2 OUR VISION &amp; TARGETS</b>                                 | <b>3</b>    |
| <b>3 SCHOOL TERM DATES &amp; CALENDAR</b>                         | <b>4</b>    |
| <b>4 TIMING OF THE SCHOOL DAY</b>                                 | <b>4</b>    |
| <b>5 ATTENDANCE &amp; PUNCTUALITY</b>                             | <b>6</b>    |
| <b>6 EXAM RESULTS &amp; PROGRESS MEASURE</b>                      | <b>10</b>   |
| <b>7 AGREEMENT BETWEEN HOME AND SCHOOL</b>                        | <b>12</b>   |
| <b>8 MOBILE PHONES</b>  | <b>14</b>   |
| <b>9 BEHAVIOUR</b>  | <b>17</b>   |
| <b>10 STAGES OF PRAISE &amp; APPROPRIATE REWARDS</b>              | <b>21</b>   |
| <b>11 SEARCHING, SCREENING &amp; CONFISCATION OF BANNED ITEMS</b> | <b>22</b>   |
| <b>12 STUDENT COMPUTER RESOURCES POLICY &amp; ACCEPTABLE USE</b>  | <b>22</b>   |
| <b>13 USING SANCTIONS</b>   | <b>25</b>   |
| <b>14 BEHAVIOUR LEVELS AND SANCTIONS</b>                          | <b>26</b>   |
| <b>15 PARENTAL ACCESS TO BEHAVIOUR RECORDS ON EDULINK ONE</b>     | <b>29</b>   |
| <b>16 PASTORAL SUPPORT &amp; CURRICULUM ACCESS TEAM</b>           | <b>30</b>   |
| <b>17 SPECIAL EDUCATIONAL NEEDS &amp; DISABILITY (SEND)</b>       | <b>31</b>   |
| <b>18 HOMEWORK</b>  | <b>31</b>   |
| <b>19 RELATIONSHIPS AND SEX EDUCATION</b>                         | <b>31</b>   |
| <b>20 UNIFORM</b>   | <b>32</b>   |
| <b>21 SCHOOL MEALS</b>  | <b>32</b>   |
| <b>22 PUPIL PREMIUM</b>   | <b>32</b>   |
| <b>23 DATA WE HOLD AND HOW WE USE IT</b>                          | <b>33</b>   |
| <b>24 CONTACTING THE SCHOOL WITH A CONCERN</b>                    | <b>33</b>   |
| <b>25 KEY STAFF</b>   | <b>35</b>   |

# 1 WELCOME

## Message from the Headteacher

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Welcome back to everyone, for those now starting a new school year and to families who have joined us for the first time.

Our trustees, the Society of the Sacred Heart have championed the education of young women over 180 years. The celebrations continue until December 2023.

The five goals of Sacred Heart Education are followed throughout the worldwide network of Sacred Heart schools, but we are the only school where the Society holds direct trusteeship. Its unique philosophy and Catholic ethos permeate all we do.

Every year we focus on an individual goal and this year we focus on the Goal of Personal Growth, with a renewed focus on extra-curricular opportunities, pupils' leadership opportunities and pupil voice.

Sacred Heart Education is rooted in the importance of relationships; recognition of the individual; building social awareness and the importance of standing up for others. Kindness and responsibility are at the heart of this, both towards one another and to others beyond our own community.

Our mission statement (which forms the basis of our vision for the students in our care) is shaped by the teachings and attitudes of Jesus Christ and underpinned by gospel values. This enables students to gain a real sense of what it means to belong to a community of faith. We aim to educate all students holistically, to be engaged in all aspects of their learning, mind and heart, body and soul. We prepare them to become positive role models, agents of change and leaders who will transform the world we live in, for the betterment of all.

At the heart of our community is our commitment to establishing excellent relationships to support an inclusive and positive learning culture, in which all students feel motivated, challenged and supported.

As part of this I am keen to ensure that we communicate effectively with our parents and carers. This new parent pack is part of our initiative to help you understand how we work and to ensure that you know where to direct your queries or concerns.



Mrs S O'Donovan

# 2 OUR VISION & TARGETS

You can read about our vision for the school for 2025 (together with our priorities and targets) on the school website under the School Life tab.

[Vision for 2025 with priorities and targets](#)

## 3 SCHOOL TERM DATES & CALENDAR

School website

[www.sacredhearhigh.org.uk](http://www.sacredhearhigh.org.uk)

### Term Dates

Term dates are available on the school website within the tab 'School Life' but are also linked here: [Term Dates](#)

### Month by Month Whole Year Calendar

You can access a [month by month 'whole year' year calendar](#) here in the 'links' tab on Edulink and in the parents' tab of the school website.

This whole calendar will be updated during the year as dates for trips are confirmed, etc.

### One Page Summary of Key Dates for the Term

A simpler one-page summary of [key dates across the term](#), which includes all events to which parents are invited to join us is linked here and can also be found in the 'links' tab on Edulink and on the parent's tab on the website.

This might sit well on the side of your fridge!

If you have any queries about the term dates or calendar please contact the school office: [info@sacredh.lbhf.sch.uk](mailto:info@sacredh.lbhf.sch.uk)

## 4 TIMING OF THE SCHOOL DAY

### When does school open each morning?

Student ID Cards will not permit access to the school building earlier than 7.30am. This is to ensure that adequate supervision is available.

### What time do students need to be in school by?

In line with the school's Attendance Policy:

**Students should aim to be in school at 8.15am and will be marked late if they are not at school by the time the gate closes at 8.25am**

By aiming to be in school by 8.15am students will reduce their chance of being late even if trains are slightly delayed or there is unusual congestion.

We need to teach punctuality, which is important in the world of work. Therefore unless there is [official notification from TfL](#) of transport disruption, students will receive an automatic detention for being late, irrespective of how late they actually are.

**We ask that parents please do not call the school with explanations of what happened, trying to avoid the detention** for their daughter in all but the [most exceptional](#) of circumstances (such as bereavement). If a student is a few minutes late because of a delay or congestion etc, then unless this is so bad as to be reported by TfL, we will view it as the normal unexpected occurrences which need to be considered when planning journeys.

### Format of the Day for Y7, Y8, Y11 & Y13

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|                        |                           |
|------------------------|---------------------------|
| Arrival                | 8.15 – Aim to arrive.     |
| When marked late?      | After gates close at 8.25 |
| Morning Registration   | 8.30 – 8.50               |
| Period 1               | 8.50 – 9.50               |
| Period 2               | 9.50 – 10.50              |
| BREAK                  | 10.50 – 11.10             |
| Period 3               | 11.10 – 12.10             |
| EARLY LUNCH            | 12.10 – 12.50             |
| Period 4               | 12.50 – 13.50             |
| Period 5               | 13.50 – 14.50             |
| Afternoon Registration | 14.50 – 15.00             |

### Format of the Day for Y9, Y10 & Y12

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|                        |                           |
|------------------------|---------------------------|
| Arrival                | 8.15 – Aim to arrive      |
| When marked late?      | After gates close at 8.25 |
| Morning Registration   | 8.30 – 8.50               |
| Period 1               | 8.50 – 9.50               |
| Period 2               | 9.50 – 10.50              |
| BREAK                  | 10.50 – 11.10             |
| Period 3               | 11.10 – 12.10             |
| Period 4               | 12.10 – 13.10             |
| LATE LUNCH             | 13.10 – 13.50             |
| Period 5               | 13.50 – 14.50             |
| Afternoon Registration | 14.50 – 15.00             |

### What happens at the end of the day?

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Students are required to leave the school promptly when registration finishes at 3pm.

Limited exceptions to this are shown below.

- Year 7-11 students may remain working only in the library or in ICT1 after school (for sixth formers it's the library or ICT2), but they must be off site by 5pm at the latest (via the Bute Gardens gate) **because their passes will time out at 5pm**. This is a safeguarding issue and relates to the availability of staff for supervision etc. Students may not remain on site to work in any other area of the school, unless supervised by a teacher. A bell will ring 10 minutes before 5pm.
- If students are attending a club, (including Homework Club) or sporting activity, their attendance will be registered. **Those attending clubs must depart from school premises as soon as the club finishes, remembering that passes time out at 5pm**. If the club or activity goes on later (meaning that a student needs to exit school after 5pm) then the teacher in charge will escort the student offsite through the Bute Gardens Gate.

Any pupil found in school unsupervised after 5pm will be reported to the Deputy Headteacher, Ms M Conran.

## 5 ATTENDANCE & PUNCTUALITY

School attendance levels have fallen nationally post pandemic and this is a concern given the direct link between attendance percentages and outcomes at GCSE. The government's guidance outlines a clear response for schools to listen, empathise, support but to strengthen their procedures to secure high levels of attendance. While this is challenging given the complexities that may surround long term absence, it is something that the school supports.

Our new policy for all year groups puts in place a range of measures to ensure that support is available to you when your child's attendance or punctuality becomes a concern. Indeed, we hope to pre-empt this in some cases, by ensuring that you are frequently notified of the relevant statistics for your child. At the same time, we are strengthening our approach in relation to unauthorised absences.

### **Why attendance is so important**

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Regular attendance has a direct link to achievement.

Small drops in 'percentage attendance' have a significant impact and we aim to ensure that our attendance levels remain high at above 96%.

### **When your child is unwell -clarification**

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We fully support your decisions to keep your child at home when they are unwell but please take care to limit this to when they are properly too unwell to attend school -for example when they have a temperature or are vomiting.

Having a mild cold or sore throat or tummy ache are not sufficient reasons to withdraw from education.

### **Medical and Dental Appointments**

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Please do make every effort to ensure that routine medical and dental appointments are taken outside of school hours. We understand that this can sometimes be hard. If you can only get the appointment within the school day, this should only require half a day's absence, rather than a full day.

Please be aware that we need to be provided with proof of the appointment such as a text or other confirmation of the appointment

### **Around the school holidays**

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At Sacred Heart we have a significant problem with parents keeping their children off school just before or just after a school holiday and half terms. We need this to stop. It impacts their percentage attendance and GCSE grades. As a reminder, we do not authorise holidays during term time and all requests for exceptional absence should be sent to the school's Attendance Officer, [absent@sacredh.lbhf.sch.uk](mailto:absent@sacredh.lbhf.sch.uk) who will liaise with me for a decision.

### **Uploading school work**

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We will not upload work for children to complete at home other than in very exceptional circumstances which are authorised and agreed with parents by senior staff, or in a situation where remote learning is being provided for all. In all instances the uploading of any work would be in the short term only with an agreed timeline for return to school.

If they are home sick, then they are often too sick to do school work. If they are not too sick to work, they would normally need to be in school. Equally we will not upload work for children who are physically well but have been taken out of school for whatever reason.

## **Mental Health Issues**

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We are aware that some absences relate to mental health concerns and anxiety. It may be hard for you to get a medical exemption for your child on this basis but we will of course respect medical evidence of mental health concerns that prevent a child attending school. In all cases we will work with you and the student to try to reduce anxiety and ensure their return.

## **Working in Partnership with you**

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We do want to work in partnership with you to ensure the best academic provision, formation and pastoral support for your child. If you are struggling in any way to get your child to school in the mornings and on time, then do please get in touch with your daughter's Head of Year through Edulink.

The new policy ensures that we are on hand to speak with you and offer support in relation to attendance and punctuality at all levels and we hope that by clarifying expectations and addressing this at an early stage, we can ensure the continued regular attendance of all our students. See key elements of our Attendance and punctuality Policy are set out below.

## **Procedure for Reporting Pupil Absence**

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Parents must contact the school attendance officer by **9am** either by:

- **Leaving a message on the phone** 020 8748 7600 Ext 217; or
- **Email** [absent@sacredh.lbhf.sch.uk](mailto:absent@sacredh.lbhf.sch.uk) ; or
- **Messaging using the button on Edulink**

Please ensure that your message gives a detailed reason for your daughter's absence (not just 'she's unwell'). We need you to confirm 'in what way' the child is unwell.

The procedure **must be repeated** every subsequent day of your child's absence.

The Attendance Officer will check the morning register and Period 1 attendance and she must then contact any parent who has not reported their daughter's absence by 9am, as a safeguarding measure. This can be a daunting task, so prompt reporting from parents is really important.

### **Letter on first day back**

On their first day back, students must return to school with a letter from their parents, explaining their absence, again not just saying my child was unwell, but elaborating on the nature of the problem. Students present this letter to their form tutor. Only on receipt of this written confirmation, can the register mark legally be changed from 'unknown absence' to 'unwell'.

Our Attendance Officer reserves the right to not authorise absences if a student returns without written authorisation or the written evidence is dubious.

## **Three Plans to support regular attendance and good punctuality**

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The policy includes three plans to support regular attendance and good punctuality. Full detail on these plans is in the policy but see a summary overleaf:

## PLAN 1

### Universal Support for all students irrespective of their attendance level

This includes

- Regular reminders of the importance of good attendance, through the school newsletter, website, etc.
- Half termly improvement awards for attendance and punctuality awards
- Day of absence phone calls
- Parents informed of attendance levels via Edulink and IPM reports, giving attendance percentages/punctuality data
- Requests for term-time absence to be declined, unless there are exceptional circumstances

## PLAN 2

### Unexplained or Unauthorised Absence

- We will contact home every day if your daughter is absent and we have not heard from you about her whereabouts. We will obviously escalate action if we are unable to contact you because this becomes a safeguarding concern. It is important that you contact our Attendance Officer not just on the first day of absence, but on every day of the absence: [absent@sacredh.lbhf.sch.uk](mailto:absent@sacredh.lbhf.sch.uk)
- If your daughter returns to school but we do not have a sufficient explanation about a previous absence we will on **Day 3**, write to you reminding you of the importance of sending in a note. Notes cannot just say 'my child was unwell', we need more detail than that.
- If we still do not have a sufficient reason for the absence, we will write again on **Day 6** and your child's Head of Year will be in touch for a discussion. Ultimately (and obviously we would hope to avoid this) unauthorised absence can lead to a fixed penalty fine or even in extreme cases, prosecution.



## PLAN 3

### Half Termly Attendance & Punctuality Monitoring

We have set a series of thresholds which when met, trigger us to send you a letter and provide more support. This includes more meetings with Heads of Year where individualised attendance strategies will be discussed, and if necessary panel meetings with members of the senior team, the local authority and outside agencies.

The first time that we will use these new letters is when we have reviewed attendance for the first half of the Spring Term 2023.

#### FIRST THRESHOLD, INITIAL SUPPORT

##### *Attendance*

- Attendance 93-96%; or
- 1-day unauthorised absence

##### *Punctuality*

- 5 late arrivals over a half-term

If your child's records hit this threshold, irrespective of any meetings or calls you may have had with the school we will write to you to keep you informed of statistics. Your child's form tutor will chat with them about any concerns the student may have, as appropriate.

#### SECOND THRESHOLD, FOR ENHANCED TARGETED SUPPORT

##### *Attendance*

- Attendance 90-93%
- 2-5 days unauthorised absence

##### *Punctuality*

- 6-10 late arrivals over a half-term

If your child's records hit this higher threshold, irrespective of any meetings or calls you may have had with the school, we will write to you and set up a meeting with the Head of Year and pastoral staff to provide support. The school will carry out an attendance audit and will use the meeting to devise an individualised attendance strategy for your child, as appropriate.

#### THIRD THRESHOLD, INTENSIVE SUPPORT FOR PERSISTENT ABSENTEES

##### *Attendance*

- Persistent Absence, attendance 80-90%
- 6 or more days unauthorised absence

##### *Punctuality*

- More than 10 late arrivals

If your child's records hit this high threshold, irrespective of any meetings or calls you may have had with the school, we will write to you and set up a panel meeting to include a member of the school's senior staff and pastoral staff (and on occasion, the local authority) to provide further support which could include referral to outside agencies.

For those on 90% attendance or below, or 10% unauthorised absence, referrals to be made to the local authority although there would be some limited exceptions if a separate plan of action and monitoring systems have been set up.

#### FOURTH THRESHOLD, USE OF PARENTAL RESPONSIBILITY MEASURES

- Persistent Absence: Attendance 80% or below; or
- Any threshold reached for legal action.

If your child's records hit this final threshold, irrespective of any meetings or calls you may have had with the school, we will write an individualised letter to you with further support. By this stage it is likely that outside agencies would already be involved but if not already done, in all cases a referral would be made to the Local Authority for further support. 50% attendance or below is classified as severe persistent absence.

## 6 EXAM RESULTS & PROGRESS MEASURE

This section explains how best to compare results and provides a link to the government's comparison tables online.

School exam results normally uploaded in September but remain provisional while we await the outcome of appeals etc.

The Department for Education normally confirm results annually in October.

### **'Progress 8 Score' Compares Exam Results against students' starting points**

'Progress 8' measures across eight subjects, the progress that students make from whatever level they were at when they joined in Year 7, to their outcomes at GCSE. This eradicates differences between schools that relate simply to the different starting point of their students. This can be seen as a measure of **the quality of teaching** at a school.

Every secondary school has a '**Progress 8 score**' which is updated every year by the government after GCSE results have been validated (other than in the pandemic years where GCSEs were replaced by teacher assessed grades).

The government predicts that (all things being equal) students normally progress by two sub-levels every year. The government can therefore predict every students' GCSE results from the day they start at secondary school.

To explain this in the simplest terms:

- If a school's Progress 8 score is **zero** this means that over the eight subjects and across the whole school, students achieved what the government predicted they would achieve. Everything is as expected.
- If a school's 'Progress 8' score is **0.2** then on average, 20% of the grades were one grade higher than expected. So the teaching at that school enabled students to do better than standard progress.
- If a school's Progress 8 score is **-0.1** then on average, 10% of the GCSE grades were a one grade lower than anticipated standard progress.
- If a school's Progress 8 score is **1.0** then on average, 100% of the grades were one grade higher than expected.

The Progress 8 score is a better measure for judging **the quality of teaching in a school** than looking at 'how many' students achieved a particular grade, because it takes account of their starting points. It measures 'value added' by the school above standard progress.

You can compare Progress 8 scores for different schools using this link to the government's performance data for schools. You could enter '**Hammersmith & Fulham**' in the borough box and then select '**Secondary**' to look at us compared to other schools in the borough. You can also go back to find other schools in other boroughs if you wish. [Find School & College Performance Data in England](#)

*Note, this comparison website raises caution about comparing schools in the (earlier) Covid years e.g. 2021 when teacher assessed grades were used.*

*You can access exam results in the Academic tab on the website. This will be updated shortly once we have our full set after a few remarks.*

## **Comparing which schools enable students to study a wide range of subjects**

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Another measure that is interesting is the number of pupils in a school who take a wide range of subjects known as the 'English Baccalaureate' (Ebacc.) which covers

- Maths
- English Literature
- English Language
- The sciences
- History or Geography and
- A language.

The government wants to ensure that as many students as possible, study this full range of subjects to GCSE Level. The government measures the proportion of students in each school taking GCSEs in the full suite of EBacc subjects to create an EBacc Entry Score for every school. It also publishes the Ebacc Average Points Score (average grade) achieved in Ebacc subjects, by those students who followed this pathway.

As at Sept 2023, our **provisional 2023 Ebacc Entry Score** is **84.7%**

Our **Ebacc Average Points Score** is **6.76**.

You can compare these Ebacc scores to other schools, using the same link included on the previous page.

## 7 AGREEMENT BETWEEN HOME AND SCHOOL

All students attending Sacred Heart, and their parents or carers are required to sign an agreement setting out how we will work together and various commitments we make in that regard. You will have been sent a copy of this agreement to sign, by the school office when your daughter joined the school.

The text of the agreement is included overleaf, simply as a reminder of what we have all agreed together.

If you need another copy of it, do please contact [adminteam@sacredh.lbhf.sch.uk](mailto:adminteam@sacredh.lbhf.sch.uk)

### **The headteacher signs to confirm the following**

*We recognise that parents are the first and foremost educators of their daughters. We acknowledge our responsibility to support parents in the task of educating their daughters and of helping each pupil to achieve her potential by respecting the uniqueness, worth and development of each one, both as a learner and as a person called by God in dignity and faith, within this community of faith*

Therefore we will:

- provide a friendly welcome to your daughter and a secure, stimulating, Christian environment in which to learn;
- ensure that your daughter is valued for who she is and helped to make good progress in her spiritual, moral, emotional and academic development;
- treat your daughter with the dignity and respect she requires, encouraging her to full human wholeness;
- demonstrate our faith and our school's foundation in the teaching of Jesus Christ, by what we teach and the way we live and worship in our school;
- do our utmost to provide the best possible education we can for your daughter and enthusiastic teaching rooted in our beliefs, our values and our skills;
- provide you with information about your daughter's progress and provide you with opportunities to talk to teachers;
- keep you well informed about school policies and activities through regular letters and newsletters;
- set, mark and monitor homework suitable for your daughter's needs;
- send home an annual report of your daughter's progress;
- contact you if there is a problem with your daughter's attendance or punctuality;
- inform you of any concerns regarding your daughter's behaviour, work or health;
- we will challenge your daughter to strive for the highest-standard of personal, social and intellectual development and aim for excellence in all she does.

### **Parents/Carers sign to confirm the following**

*We acknowledge that we as parents are the primary educators of our daughters and that we have an irreplaceable role to play in supporting our daughter's learning at school.*

Therefore I/we will:

- ensure that my daughter attends school regularly, on time, in full school uniform and suitably equipped;

- avoid taking my daughter out of school in term time for family events/holiday and will make every effort to ensure that doctor's and dental appointments are not held during the school day, other than in emergencies.
- inform the school of any concerns or problems that might affect my daughter's work or behaviour;
- support the Christian values of the school community;
- support the school's policies and guidelines for behaviour;
- attend parent evenings and discussions about my daughter's progress;
- check my daughter's homework and homework planner regularly;
- encourage my daughter to be enthusiastic about learning and to enjoy school;
- encourage my daughter to show kindness and consideration to others;
- talk to my daughter about her experiences in school and encourage her to do her best;
- support the Catholic ethos of the school community, Headteacher and the school governors in their responsibilities to ensure an excellent education for my daughter

#### **Students sign to confirm for following**

*I acknowledge the different and unique gifts and talents which God has given me and my responsibility to use these wisely.*

Therefore I will:

- attend school regularly and on time;
- wear the school uniform and bring all the equipment I need every day;
- take care of all school equipment, treat the environment with respect and help keep our school free from litter;
- learn something new each lesson and always do my best;
- share my feelings honestly and politely and show consideration for others in school;
- behave sensibly (in accordance with our Learning and Living in a Sacred Heart Community policy) so as to keep us all happy and safe as we learn;
- ensure that I show respect and kindness to all pupils and staff in the way that I speak and behave towards them;
- think for myself and take responsibility for my own learning and my actions;
- undertake to do my homework / coursework to the best of my ability;
- participate in extra-curricular activities and be involved in the wider life of the school;
- observe all school rules and treat everyone with the respect they deserve.

## 8 MOBILE PHONES

Many school policies can be found on the school website in the 'About Us' tab.

The school's Mobile Phone Policy has recently been updated to recognise our new use Yondr pouches. It sets out the rules regarding mobile phones.

*School rules about mobile phones also cover their use of phones while offsite.*

All Students are allowed to bring mobile phones to and from school to ensure their personal safety at all times.

### **Students in Years 7-11**

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A signed agreement about the mobile phone rules must be in place between the parent/carer and the school for students in Years 7-11 to be allowed phones in school. If a Year 7-11 student brings their phone to the school, then it must be completely switched off (and silent/no vibrations) and placed in its Yondr pouch and locked at AM registration and may only be unlocked as the students leave school. There are unlocking stations at all exits from the school.

*For the avoidance of doubt, for Years 7-11 phones are not to be used at all while on the school site.*

Parents wishing to contact their child during the school day should ring the school. Please do not contact your child on their mobile phone because these will be switched off while they are at school. We have a well-established and efficient system for getting messages to children and pastoral support if it is needed.

### **Sixth Formers**

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Sixth Formers may use their phone before/after school, during break and lunchtime in designated Sixth Form areas only. Phones, headphones or earbuds etc. are not allowed to be used or seen in the corridors or any of the main school areas shared with other year groups, at any time of the day.

Sixth Formers may not use mobile phone during lessons or in supervised study, unless the teacher specifically allows it as a teaching/learning tool, in which case the teacher will provide permission on a lesson-by-lesson basis.

Phones must be switched off (not just put on 'silent') during lessons and placed in school bags/pockets. They should not be left out on desks or left charging.

When talking to a member of staff on the school site, sixth formers must immediately put phones away and/or remove headphones/earbuds etc.

Sixth Formers may not use their mobile phone in the toilets or changing rooms. This is to protect the privacy and welfare of other students.

### **Sanctions**

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Any student found using or known to have used their phone in contravention of this policy will have the phone confiscated. Schools are permitted to confiscate phones from children under sections 91 and 94 of the Education and Inspections Act 2006.

Any refusal to hand a phone over to members of staff will result in a follow up sanction in line with the school's Behaviour Policy. This would constitute the refusal of a reasonable request by a member of staff.

Once confiscated, the phone will be passed to Student Services for safe keeping and the Student Services team will contact the parents before the end of the day to ask

them to come in to collect it, **normally the following day** (or later if this is not convenient for them).

Confiscated phones will not be handed back to students.

If the student is a repeat offender the school will request a parent/carer to come in and collect the phone from the school after **two weeks**.

If we have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury, staff have the power to search children's phones. This will always be done by a member of the Senior Leadership Team with a member of the pastoral team.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to:

- Sexting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

### **Year7-11 Mobile Phone Acceptable Use Agreement**

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*This agreement is issued from the school office. Further copies for signing can be requested from [info@sacredh.lbhf.sch.uk](mailto:info@sacredh.lbhf.sch.uk)*

*This agreement that has recently been updated to reflect our new Yondr pouch system will be circulated to parents and carers to sign via Edulink.*

The following rules must be obeyed if a student brings their mobile phone to school:

1. The phone must be **completely switched off** (not just put on 'silent') and locked in Yondr pouch at AM registration. The phone must remain locked in its pouch at all times while on school premises, including at break and lunch and in any after school club. It may only be unlocked on exit from the site.
2. For the avoidance of doubt students may not use their mobile phones in school including during lessons or activities, or in the toilets or changing rooms. This is to protect the privacy and welfare of other students.
3. Students may not take photos or recordings (either video or audio) of school staff or other students.
4. Students should avoid sharing their contact details with people they don't know, and students should not share other people's contact details without their consent.
5. Students must not share their phone's passwords or access codes with anyone else.
6. Students must not use their mobile phone to bully, intimidate or harass anyone. This includes bullying, harassing or intimidating students or staff via email, text/messaging apps and social media.
7. Students must not use their phone to send or receive anything that may be criminal. For instance, by 'sexting'.
8. School rules on bullying, harassment, and intimidation apply to how students use their mobile phone **even when they are not in school**.

9. Students must not use vulgar, obscene or derogatory language while on the phone or when using social media. This language is not permitted under the school's Behaviour Policy.
10. Students must comply with a request by a member of staff to switch off, or turn over, a phone. Refusal to comply is a breach of the school's Behaviour Policy and will be dealt with accordingly.

Mobile phones are not permitted in any internal or external exam or test environment even in Yondr pouch.

If students have a mobile phone, they will be asked to store this appropriately, or pass it to an exam invigilator, before entering the test room. Bringing a phone into the test room can result in the student's exam being declared invalid. This is understood and we agree to the above.



## 9 BEHAVIOUR

The school has a Behaviour Policy on its website that clarifies the behaviour that we expect from students (not only 'in school' but in some instances, also outside of school) and it makes clear the system for rewards but also of sanctions.

Behaviour is part of the curriculum taught at Sacred Heart and this contributes to the maintenance of a safe and calm atmosphere for learning. The support and engagement of parents and carers is an important component of the approach.

### **Safeguarding and Counselling**

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Often students misbehave because they are experiencing some difficulty which they find hard to handle. The school is always helped by knowing if there are any serious problems at home that may affect the student in any way.

Such information will be handled confidentially and parents and students should feel confident in telling either the Pastoral Support Manager or their Head of Year or a member of the Senior Leadership Team or the Headteacher what is happening. You can find staff names on the school website under 'About Us' and the 'Contact Us' tab, explains who to contact and how to contact them.

Occasionally, it is helpful for a student to have the possibility of talking to someone who is neither a parent nor a teacher nor a friend of the same age. The school is able to make available the services of a counsellor each week.

Except in cases of abuse, which legally must be reported, nothing that a girl says to the counsellor will ever be repeated to another adult or child. Nor will any member of staff ever request information from the counsellor about an individual.

Any student may make use of the counsellor. Occasionally, this will be suggested to a student and/or her parents as a way of helping her deal with problems or pressures in such a way that her self-esteem is built up.

### **The Behaviour Policy**

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The Behaviour Policy explains among other things:

- The guiding principles of our approach, such as consistency and fairness;
- our behaviour curriculum (what we teach) which focuses on the positive - how we want students to behave - but also includes clarification on what is not acceptable;
- how we use praise and rewards;
- the legal powers we have (and the limit of them) as regards searching students and their possessions;
- how sanctions are used and the sanctions themselves, including very rarely, permanent exclusion; and
- interventions used to help a student improve their behaviour.

Additional detail is provided in separate policies relating to Drugs, Anti-Bullying and Mobile Phones. A specific Exclusions Policy sets out the detailed process for suspensions and permanent exclusions and your rights for a review in relation to these. Such rights would always be communicated to you at the time. Students are also required to sign an agreement regarding their use of school computers.

All of these policies are available for you to read on the school website within the tab 'School Life'.

Our sanctions are used to help us educate your child about acceptable behaviours and we hope to have your full support in this. Some extracts and summaries from the behaviour policy are set out overleaf and in various sections of this pack.

**What we teach about behaviour:** At Sacred Heart we teach students what bullying means and the impact it has. We make clear our proactive approach to preventing instances of bullying.

The school also ensures a whole-school approach that prepares students for life in modern Britain ensuring the education of British values to create a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobic and sexual violence and harassment.

The five goals of Sacred Heart Education which form the basis of our ethos provide a framework for promoting positive behaviours across the curriculum and students work towards becoming Goals Graduates, see overleaf.

## **Behaviour Curriculum: The Goals of Sacred Heart Education**

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### **SH 1. Active Faith**

Rooted in the love of Jesus Christ, our schools promote a personal relationship with God and foster the spiritual life of its members. They seek to create an atmosphere where the attitudes of the open Heart of Jesus are reflected in all: attitudes of respect, compassion, forgiveness and generosity. The development of Faith is at the centre of our life as Sacred Heart schools and its presence should be visible in the daily interaction between all in the community.



### **SH 2. Valuing Intellect**

Our schools foster in each person a love of learning. The education provided is creative, rigorous, challenging and promotes critical thinking. All members of the community are given opportunities to progress, to flourish and to develop their gifts and talents.



### **SH 3. Social Awareness**

At the heart of our charism, bringing all the Goals together, we prioritise Social Awareness that impels to action. This gives our whole school community the tools, knowledge, values and opportunities to learn how to address injustice, conflict resolution and environmental issues, thus becoming agents of change.



### **SH 4. Building a Community**

Building a sense of community is essential for society and is a priority for schools which are rooted in and living out Gospel values. At the heart of life in a Sacred Heart School are activities which promote this sense of community. Our heritage and the schools network bring an added dimension to our experience of identity and community. The attitudes, skills and the relationships developed in school raise awareness for each one of a shared world where partnership and responsibility are vital.



### **SH 5. Personal Growth**

The Goal of Personal Growth affirms the uniqueness and worth of each individual member of the school community. It aims to provide opportunities for self-development, personal formation and self-knowledge as well as to encourage the sharing of gifts and talents for the benefit of the community and society as a whole.

## Behaviour Curriculum: Expectations of Student Behaviour

Students are taught what behaviour is expect of them as shown below.

|   | Respect for Self   | Respect for others  | Respect for the environment  | Respect for Learning  |
|---|--|---|--|---|
| <b>All settings</b>                                     | <p>Give your best effort daily</p> <p>Wear correct uniform at all times and with pride</p> <p>Follow the rules on jewellery and make -up</p> <p>Speak and act appropriately</p> <p>Use respectful language</p> | <p>Be kind</p> <p>Use good manners and appropriate language</p> <p>Keep your hands and feet to yourself</p> <p>Be patient and accepting of others</p> <p>Appreciate each other differences, gifts and talents</p> | <p>Recycle</p> <p>Keep our school clean and put rubbish in the bins</p> <p>Respect school property</p> <p>Follow the one-way systems on staircases</p> | <p>Be on time for school and all lessons</p> <p>Respect what others say and do in lessons</p> <p>Be a good listener</p> <p>Follow classroom rules and instructions</p> <p>Follow seating plan</p> |
| <b>Corridors</b>  | <p>Walk to the left</p> <p>Move calmly and quietly</p> <p>Speak in a normal voice</p>  | <p>Respect others personal space</p>  | <p>Enjoy others displays and space</p>   | <p>Remember to be quiet</p>   |
| <b>In the playground</b>                                | <p>Play safely and avoid boisterous behaviour towards others</p>   | <p>Respect others personal space</p> <p>Always use appropriate language</p> <p>Be a good sport</p>  | <p>Place litter in the bins</p> <p>Respect school property e.g. benches/tables</p>   | <p>Follow instructions given by staff on duty</p>   |
| <b>Assembly</b>   | <p>Line up quietly and on time</p> <p>Remain quiet</p> <p>Keep your focus on the teacher delivering assembly</p>   | <p>Respect the speaker</p> <p>Be a good listener</p>  | <p>Act accordingly in our chapel and respect the chapel</p>  | <p>Sit appropriately with your group and demonstrate respect</p>  |
| <b>Gym</b>  | <p>Wear the correct school PE kit</p> <p>Focus on the teacher/external coaches</p> <p>Participate</p>  | <p>Encourage and support others to do their best</p> <p>Applause when appropriate</p> <p>Learn and follow safety rules</p>  | <p>Respect equipment</p> <p>Keep it clean</p> <p>No eating, bring your own water bottle</p>  | <p>Listen to the teacher and others</p> <p>Know and practice the rules</p> <p>Pay attention</p>   |
| <b>Specialist Areas (Science, Music, Art DT, Drama)</b> | <p>Listen carefully to instructions</p> <p>Respect equipment</p> <p>Explore opportunities appropriately</p>  | <p>Wait your turn</p> <p>Follow procedures for use of equipment</p>   | <p>Follow health and safety rules</p> <p>Replace the things you use</p> <p>Keep your area tidy</p>   | <p>Pay attention when using specific equipment</p> <p>Listen to the teacher or support staff</p>  |
| <b>Dining/ Canteen area</b>                             | <p>Follow expectations and line up quietly</p> <p>Show respect for the staff</p>   | <p>Speak in a normal voice and only to those on your table</p>  | <p>Clear your plates and cutlery/rubbish</p> <p>Place your chair under the table when leaving</p> <p>Follow the one-way system</p>                     | <p>Sit properly</p> <p>Use good manners</p>   |
| <b>Transport</b>  | <p>Travel safely</p> <p>Sit appropriately</p> <p>Be an ambassador for our school</p>   | <p>Treat all members of the public with respect</p> <p>Be helpful to others e.g. offer your seat</p> <p>Speak quietly and use respectful language</p>   | <p>Care for the environment and take your litter with you</p>  | <p>Pay attention to announcements on tube lines</p> <p>Respect health and safety rules</p>  |

## Behaviour Curriculum: Banned Items

Students are made aware that they are not allowed to bring banned items into school as these could compromise the health and safety of the individual student, other students, staff or visitors to the school. These items fall into two groups

- 'Prohibited Items' (dangerous items specifically prohibited in schools by law);
- Additional Items banned at Sacred Heart.

### 'Prohibited Items' banned by law

- Knives or weapons
- Alcohol
- Illegal drugs and often incorrectly called 'legal highs'
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- 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 the property of, any person (including the student)

'*Knife*' includes any bladed article including: craft knife, Stanley knife, Swiss army knife, fishing knife, razors, kitchen knives, plastic knives or any other bladed item.

'*Weapon*' refers to any gun, including Air Rifles, BB gun, Toy Gun, Pellet Gun, Cross bow, Taser, Blowpipe, Knuckleduster or any similar item and includes any item made for the purposes of assault or defense. In this context 'weapon' also refers to any item that could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

### Other Items Banned at Sacred Heart

There are a number of additional items which the school deems to be detrimental to maintaining high standards of behaviour and a safe environment. This is not an exhaustive list and the Head Teacher and Deputy Headteacher may consider other items as inappropriate if believed that the possession of the item is to cause harm, distress or injury to another.

- Lighters/matches
- Tools (screwdriver, hammer, nails etc.)
- Chains
- Catapults, rope or cable ties
- Pepper sprays, gas canisters or aerosols
- Flammable substances
- Solvents
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc.)
- Nail Varnish
- Tippex
- Chewing Gum
- Offensive material including, racist, homophobic, extremist material (in any medium)
- Laser pens
- Age inappropriate media in any form
- Needles (Syringes if required for medical grounds should be kept in accordance with the students' care plan and our drugs/medical policy)
- Stink Bombs
- Other drug paraphernalia
- Nicotine vapes and any vaping devices, including Juuls used for liquid drugs
- Legal drugs including over the counter medications
- Jewellery except that permitted under school uniform policy
- Digital Watches with access to the internet, e.g. Apple watches
- Personal electronic devices of any kind (including mobile phones if used in contravention of the school's Mobile Phone Policy)
- Non-school uniform clothing

## 10 STAGES OF PRAISE & APPROPRIATE REWARDS

At Sacred Heart we believe that if all staff are consistent in their approach and response to Level 1 positive behaviours that this in effect, increases the numbers of further positive behaviours beyond Level 1. Collectively as a school community we give clear messages about the expectations and boundaries of learning and living in a school community. Staff therefore are asked to consistently celebrate and reward Level 1 behaviours at the time, wherever it occurs in school.

### Rewards for Positive Behaviour

All such achievements are be logged onto the school's recording system - SIMS. Our collective approach to behaviour education is in keeping with our Catholic Ethos. As staff we seek to creative positive classroom climate where positive attitudes to living and learning are acknowledged and negative attitudes are challenged and re-directed.

We acknowledge that our students are in the process of a massive transformation from children to adults and during this period they will make choices which may be risky and challenge social norms. It is our responsibility as adults, in collaboration with parents, to sustain boundaries, rules and expectation of our school while at the same time supporting our students pastorally through this period of social, emotional and intellectual challenge.

| Achievement Stage  | Action   | Type of Rewards  |
|--|--|--|
| <b>Level 1 Achievement given by classroom teacher and form tutor</b> <ul style="list-style-type: none"> <li>• Exceptional homework</li> <li>• Exceptional classwork</li> <li>• Positive contribution to discussions</li> <li>• Courtesy</li> <li>• Kindness</li> <li>• Academic progress</li> <li>• Enthusiasm for learning</li> <li>• Helpfulness</li> </ul>                  | Reward by the class teacher, tutor or member of staff encountering them logged on SIMS | <b>Level 1 rewards may include:</b> <ul style="list-style-type: none"> <li>• verbal praise</li> <li>• written praise in books or planner</li> <li>• Praise stamps</li> <li>• Postcard home from classroom teacher and or tutor</li> <li>• Contact home via email or phone call</li> <li>• Name on form/classroom achievement board</li> </ul>          |
| <b>Level 2 Achievement given by Heads of Dept &amp; Heads of Year</b> <ul style="list-style-type: none"> <li>• Goals graduate achievements</li> <li>• Subject achievements</li> <li>• Duke of Edinburgh</li> <li>• Sporting achievements</li> <li>• Artistic achievements</li> <li>• Leadership achievements</li> <li>• Exemplary Attendance and Punctuality record</li> </ul> | Reward offered by the HOD, Director of Learning, Kairos Team logged on SIMS            | <b>Level 2 rewards may include:</b> <ul style="list-style-type: none"> <li>• Verbal praise in assemblies</li> <li>• Certificates</li> <li>• Badges</li> <li>• Letter home</li> <li>• Postcard home from HOD, Director of learning and or the Kairos Team</li> <li>• Article in the newsletter</li> <li>• Name on school wall of achievement</li> </ul> |
| <b>Level 3 Achievement given by the Senior Leadership Team</b> <ul style="list-style-type: none"> <li>• Student of the year award</li> <li>• 100% attendance and punctuality</li> <li>• Leadership of a key whole school event</li> <li>• House of the Year award</li> </ul>   | Reward offered by the senior leadership team logged on SIMS                            | <b>Level 3 rewards may include:</b> <ul style="list-style-type: none"> <li>• Verbal praise in assemblies</li> <li>• Certificates</li> <li>• Name on cup or shield</li> <li>• Article in the newsletter</li> <li>• Trip</li> <li>• Leadership skills rewarded with further responsibilities</li> <li>• Prizes</li> <li>• Letter home</li> </ul>         |

## **11 SEARCHING, SCREENING & CONFISCATION OF BANNED ITEMS**

### **Screening**

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The law allows schools to screening students using a walk-through or hand-held metal detector, arch or wand, even if they do not suspect them of having a weapon and without the consent of the students and/or parents. Any member of staff can screen students. Sacred Heart reserves the right to conduct regular random screening searches to ensure that the school's policies regarding banned items are being adhered to.

### **Searching**

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The school will always seek to secure informed consent from a student prior to any search. Some items (the 'Prohibited Items' listed above) can be searched for even without consent and there are specific rules listed in the policy about how a search would be undertaken and also the law on 'the use of reasonable force'. Staff will never conduct a 'strip search' although police have the legal power to do this. The school would advocate for student wellbeing at all times and parents and carers will always be informed of any search for a 'Prohibited Item' and the outcome as soon as is practicable.

### **Confiscation**

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The law allows a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

## **12 STUDENT COMPUTER RESOURCES POLICY & ACCEPTABLE USE**

The school has provided computers for use by students in school and on some occasions, at home, offering access to a vast amount of information for use in studies, acting like an enormous extension to the school library and offering great potential to support the curriculum.

The computers are provided and maintained for the benefit of all students, and students are encouraged to use and enjoy these resources, and help to ensure they remain available to all. Students are responsible for good behaviour with the resources and on the internet just as they are in a classroom or a school corridor.

Students are reminded that access is a privilege, not a right and inappropriate use will result in that privilege being withdrawn.

A copy of the text from agreement that students sign regarding their use of computer resources is shown as a reminder.

## Acceptable Use Agreement, Dec 2023

### EQUIPMENT

- Always get permission before installing, attempting to install or storing programs of any type on the computers.
- Damaging, disabling, or otherwise harming the operation of computers, or intentionally wasting resources puts your work at risk, and will result in access being withdrawn.
- Only use the computers for educational purposes. Activities such as buying or selling goods are inappropriate.
- Always check mobile equipment (e.g. laptops, tablet PCs, PDAs etc.) with antivirus software, and ensure they have been found to be clean of viruses, before connecting them to the network.
- Protect the computers from spillages by not eating or drinking whilst using the ICT equipment.

### SECURITY AND PRIVACY

- Protect your work by keeping your password to yourself; never use someone else's logon name or password.
- Never share personal information via the internet like your home address, telephone number, school name, or picture to people you meet on the Internet.
- Other computer users should be respected and should not be harassed, harmed, offended or insulted.
- To protect yourself and the systems, you should respect the security on the computers; attempting to bypass or alter the settings may put you or your work at risk.
- Computer storage areas will be treated like school lockers. Staff may review your files and communications to ensure that you are using the system responsibly.

### INTERNET

- You should access the Internet only for study or for school authorised/supervised activities.
- Only access suitable material – Using the Internet to obtain, download, send, print, display or otherwise transmit or gain access to materials which are unlawful, obscene or abusive is not permitted.
- Respect the work and ownership rights of people outside the school, as well as other students or staff. This includes abiding by copyright laws.
- If you are unhappy or have any doubts about any communication/contact via the internet please inform a member of staff immediately.

### EMAIL

- Be polite and appreciate that other users might have different views from your own. The use of strong language, swearing or aggressive behaviour is as anti-social on the Internet as it is on the street.
- Only open attachments to emails if they come from someone you already know and trust. Attachments can contain viruses or other programs that could destroy all the files and software on your computer.
- If you receive an email containing material of a violent, dangerous, racist, or inappropriate content, always report such messages to a member of staff. The sending or receiving of an email containing content likely to be unsuitable for children or schools is strictly forbidden.

### SOCIAL MEDIA

- Do not do anything that could be considered discriminatory against, or bullying or harassment of, any individual e.g. making offensive or derogatory comments relating to sex, gender reassignment, race, disability, sexual orientation, religion or belief or age; using social media to bully another individual or; posting images that are discriminatory/offensive or links to such content.
- Do not breach copyright e.g. using someone else's work, such as images or content without permission; failing to give acknowledgement where permission has been given to reproduce something;

### CYBER BULLYING

The school is strongly committed to equality, diversity and inclusion and has zero tolerance to any forms of harassment and discrimination by students, members of staff, or other members of the school community.

The following examples illustrate the types of behaviour, displayed through social media communications, which the school considers to be forms of cyber bullying:

- Maliciously spreading rumours, lies or gossip.
- Intimidating or aggressive behaviour.
- Offensive or threatening comments or content.
- Posting private images of an individual without consent (including, but not limited to, private sexual images of an individual).
- Sharing unwanted images (including sexual images).
- Posting comments, photos, etc; deliberately mocking an individual with the intent to harass or humiliate them.
- Sending messages or posting comments with the intent to trick, force or pressure the receiver into doing something that they would not otherwise be comfortable doing (grooming).

### GUIDELINES FOR AI USE

- **Supplemental Aid:** AI can be used as a tool for assistance in brainstorming ideas, understanding complex texts, or improving grammar and syntax. However, the bulk of the thinking, analysis, and composition should be your own.
- **Reference and Citation:** If significant insights or phrases are borrowed from AI, these should be properly cited, much as you would cite a human source.
- **Clarification, Not Substitution:** Use AI for clarifying doubts or seeking explanations, not as a shortcut to avoid reading, analysis, and comprehension.
- **Learning, Not Completing:** Use AI as a tool for learning, not just for task completion. Your primary goal should be understanding and skill development, not simply finishing an assignment.
- **Tutoring, Not Completing:** Use AI to ask questions as you would your teacher. Just as your English teacher would not provide "what are the answers," neither should AI.

**CONTINUES OVERLEAF**

### ACCEPTABLE USE

1. I will only use the school's computers for schoolwork, homework and as directed.
2. I will only edit or delete my own files and not view, or change, other people's files without their permission.
3. I will keep my logins, IDs and passwords secret.
4. I will use the Internet responsibly and will not visit web sites I know to be banned by the school. I am also aware that during lessons I should visit web sites that are appropriate for my studies.
5. I will never use mobile devices, websites or social networking sites such as Facebook to make derogatory comments about the school, staff or other students.
6. I will only e-mail people I know, or those approved by my teachers.
7. The messages I send, or information I upload, will always be polite and sensible.
8. I will not open attachments, or download a file, unless I have permission or I know and trust the person that has sent them.
9. I will not give my home address, phone number, send photographs or video, or give any other personal information that could be used to identify me, my family or my friends, unless a trusted adult has given permission.
10. I will never upload images of others onto a computer, mobile device or social networking site or pass on images of others without their permission.
11. I will never arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room, unless I take a trusted adult with me.
12. If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will save it and talk to a teacher / trusted adult.
13. I am aware that some websites and social networks have age restrictions and I should respect this.
14. I am aware that my online activity at all times should not upset or hurt other people and that I should not put myself at risk.
15. I am aware that all my activities on the computer are constantly monitored for my own safety and can be used against me if I breach school policy.
16. If I misuse the IT facilities in a way that breaches school policy, including the behaviour policy, I understand that the school will take action which could lead to having access to the IT facilities being taken away and/or to exclusion.

I agree that all IT resources available to me from the school shall be used in a sensible manner which in no way is disruptive or abusive. This refers to both hardware and software.



## 13 USING SANCTIONS

### Lateness

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**Students are expected to be in school by 8.15am and will be officially recorded as late if they arrive after 8.25am when the Bute Gardens Gate closes** (other than in the case of unavoidable and TfL reported, public transport disruption). Late students are given an automatic 30 minute 'Late Detention' on the day.

Please can parents not call the school to provide reasons for lateness other than in the most extreme of circumstances, such as a bereavement. The 30-minute detentions will be used irrespective of whether a child is 2 minutes late or 20 minutes late and irrespective of whether a train was slightly late etc. We are teaching students about how much time to allow to cover unforeseen events and **the importance of promptness** and ask for your support in this. The way to help avoid this is for students to plan to be at school by **8.15am as expected**.

If a student is late to school more than once in the same week, then they will be required to attend a 90-minute 'SLT detention' in place of a further standard 'Late Detention'.

### Detentions

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Parents and carers should be advised that in line with changes resulting from the Education Act 2011, the school is no longer required to give 24 hours' notice of longer length detentions. In exercising its right to take same day action as required, the school will make every reasonable attempt to inform parents by a variety of means including email, text or phone call, of detentions longer than 15 minutes.

### Removal from Classrooms

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Removal from classrooms (where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff) will only be used

- to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- to allow the student to regain calm in a safe space.

The continuous education would be provided. This may differ to the mainstream curriculum but should still be *meaningful* for the student. Parents/carers would be informed on the same day, if their child has been removed from the classroom. Care will be taken to ensure that the length of the internal suspension will be fair and proportionate given the seriousness of the incident, and (if similar circumstances exist for others) consistent

### Suspensions and Permanent Exclusions

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Only the Headteacher (or the Acting Headteacher appointed in her absence) has the power to suspend (temporarily) or permanently exclude a student from school and this must be on disciplinary grounds. The school's Exclusions Policy will be followed at all times. Suspensions or permanent exclusions may be used in response to persistent or serious breaches of the Behaviour Policy. A serious breach may include but is not limited to '*Level 3 Behaviours*' as listed below.

A permanent exclusion will only be used **as a last resort** and a decision to exclude a student permanently will only be taken in response to a serious or persistent

breaches of the Behaviour Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

## 14 BEHAVIOUR LEVELS AND SANCTIONS

### 'Level 1 Behaviour' Warning System and Sanctions

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#### Warning System

For Level 1 Behaviours, sanctions will not be imposed the first time the behaviour occurs. All staff should initially use the warning system as set out below.

- **First warning**, noted by the teacher.
- **Second warning**, noted by the teacher

If the behaviour is repeated a third time, this then generates a '**Behaviour Point**' which is logged on SIMs and addressed with sanctions

#### **LEVEL 1 BEHAVIOURS** including but not limited to those set out below.

- Late to class: without permission
- Minor disruption: shouting, chatting, humming, tapping, whistling
- Failure to follow reasonable instructions: e.g. move seats, sit down, stop talking.
- Uniform: wearing non-uniform items, nose / eyebrow piercings or cuts, banned jewellery, false lashes, nail polish & nail extensions (as per policy)
- Equipment: failing to bring the required equipment to a lesson
- Eating in classrooms and corridors, including chewing gum, energy drinks
- Poor behaviour around school: shouting, pushing in dinner queue

If the behaviour is repeated after two warnings the **Level 1 Sanctions** will automatically be applied.

#### **LEVEL 1 SANCTIONS**

- If a student receives one Level 1 Behaviour Point they will be required to attend a centralised **same-day 'Level 1 Detention'** for 45 minutes.
- If a student receives 2 Behaviour Points in one day, the same day '**Level 1 Detention**' is extended to one hour.
- If a student receives 3 Behaviour Points in one day, they must attend not only the same day '**Level 1 Detention**' for one hour, but also a Level 2 '**SLT detention**' for 90 minutes as set out overleaf.

## **'Level 2 Behaviour' Sanctions (no warning system)**

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Level 2 Behaviours include a repeat of Level 1 Behaviours following a Level 1 Sanction (responding to an issue of **persistent** poor behaviour) and no further warning is appropriate.

Level 2 Behaviours also include more serious behaviours as listed below.

**LEVEL 2 BEHAVIOURS** including but not limited to those set out below

*HODs/ pastoral staff become involved (Tutor, Year Team Leads, PSM)*

- Persistence of a Level 1 Behaviour
- Accruing 25 or more behaviour point in a term
- Defiance to staff: arguing with teacher, rudeness, defiance, challenging the teacher, ignoring member of staff, walking away
- Damage to property, dependent on severity
- Truancy: from lessons (remaining on site)
- First time bullying incident dependent on severity
- Non-attendance at Level 1 Detention
- Poor conduct during Level 1 Detention

**LEVEL 2 SANCTIONS include**

- A 90-minute SLT detention after school 3.00 – 4.30pm ('SLT Detention')
- Removal from classrooms. During this time students will continue their learning and have time for reflection about their behaviour.
- Community service
- Loss of social time as an opportunity for quiet and reflection
- Suspension, including automatic suspension for any student accruing 25 or more Behaviour Points in a term.

## 'Level 3 Behaviour' Sanctions (no warning system)

Level 3 Behaviours are the most serious and bring with them a risk of suspension or permanent exclusion.

**LEVEL 3 BEHAVIOURS** including but not limited to those set out below.

*Serious matters. The assistance of member of SLT must be sought immediately.*

- Serious actual or threatened violence against another student, member of staff, or member of the public
- Being in possession of, or under the influence of, or supplying an illegal drug or substance
- Smoking, vaping, or the consumption or misuse of alcohol
- Theft
- Damage to property, dependent on severity
- Racist abuse
- Homophobic / transphobic abuse
- Sexual harassment & sexual violence (see also section 13)
- Repeated bullying (considered as defiance) and other serious bullying including any bullying on the basis of 'protected characteristics'
- Possession of a knife or other dangerous weapon
- Threats to health and safety
- Inappropriate use of social media including sexting or sharing of sexual images of others, uploading of images
- Inappropriate sexualised behaviour
- Malicious accusations against staff or other students
- Persistent disruptive behaviour
- Use of obscene language towards a member of staff
- Misuse of the school name or logo, including in the setting up and use of online groups.
- Posting defamatory comments online about staff or other students
- Use of aerosols, matches, cigarettes
- Bringing school name into disrepute: behaviour outside school which causes complaint by public, causes damage to school reputation, including anti-social behaviour on public transport.

### **LEVEL 3 SANCTIONS**

**These could include**

- Extended loss of social time
- Removal from classrooms.
- Suspension or permanent exclusion.

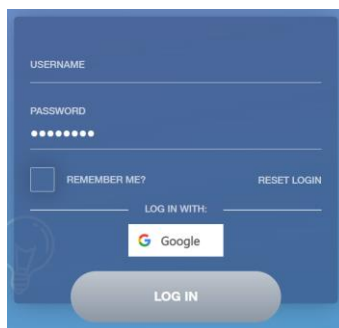
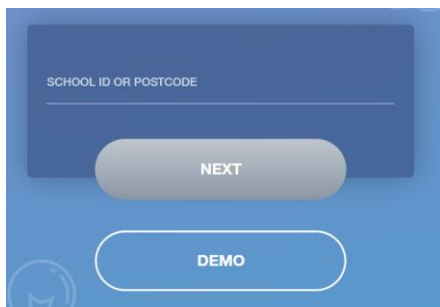
# 15 PARENTAL ACCESS TO BEHAVIOUR RECORDS ON EDULINK ONE

## Getting onto Edulink One, online

You can download the free **Edulink One** app onto a smartphone or tablet from your app store. If you are on a computer you can access Edulink One from its website [www.edulinkone.com](http://www.edulinkone.com)

Once you are at Edulink One, you need to enter

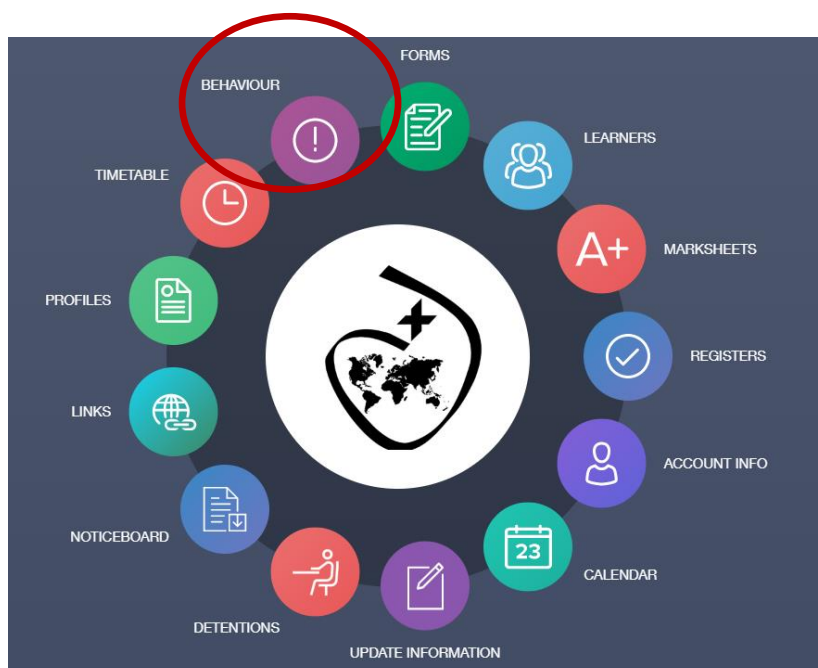
- 'SHHS' into the School ID field; and then
- your username and password as issued to you by the school.



If you cannot find your user name and password, then please contact the school via [info@sacredh.lbhf.sch.uk](mailto:info@sacredh.lbhf.sch.uk) providing your name, your daughter's name and your email address so that we can reissue your Edulink One login details.

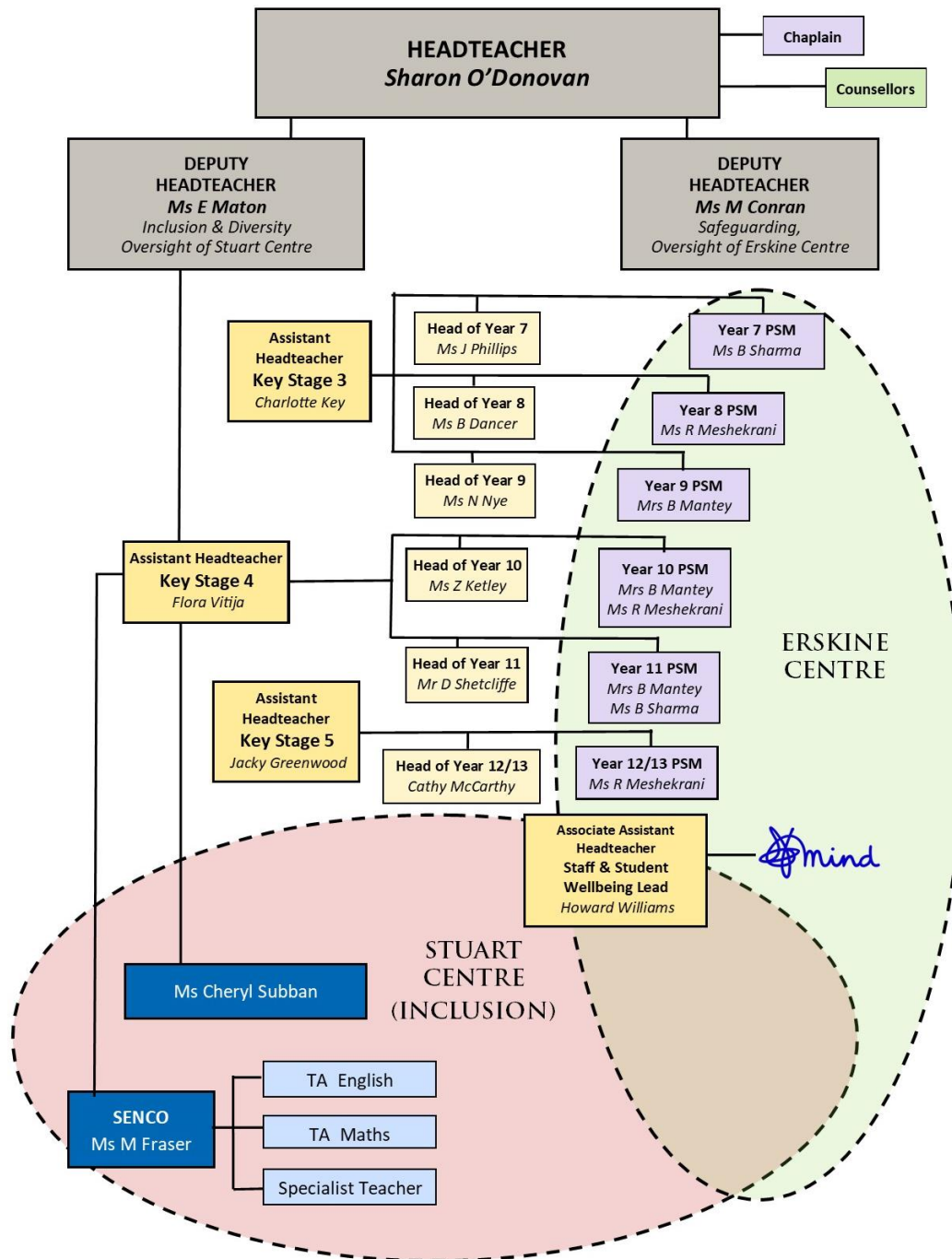
## How to access behaviour records on Edulink

Once you log in you will see this screen. Click the behaviour button and you will be able to see a record of behaviour and achievement points for your daughter



# 16 PASTORAL SUPPORT & CURRICULUM ACCESS TEAM

In the following chart 'PSM' stands for Pastoral Support Manager



## 17 SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

We want to ensure our students become self-confident, with the ability to navigate personal and professional challenges.

To achieve this, we provide the tools and guidance needed to ensure the majority of our pupils can begin to navigate the complex world of emotional intelligence, academic training and life challenges.

This holistic approach to care underpins everything that we do.

You can read about the types of support available in the SEND page on our website, within the *School Life* tab. [SEND Page](#)

If you have any queries regarding our provision for SEND, please contact our SEND Coordinator on [send@sacredh.lbhf.sch.uk](mailto:send@sacredh.lbhf.sch.uk)

## 18 HOMEWORK

We are currently reviewing and developing our homework policy and our whole school approach to homework. We hope to publish this in the Spring Term.

In the meantime staff have recently been reminded to upload all homework so that it is visible to parents through the Homework Diary function on Edulink.

## 19 RELATIONSHIPS AND SEX EDUCATION

Within Sacred Heart High School, Relationship and Sex Education (RSE) is part of a whole school approach to personal and social development. It is informed by the values and teachings of the Catholic Church and compliant with the Catholic Education Service policy.

The delivery of RSE is through a planned, balanced and cross-curricular programme that spirals throughout the 11-19 age range. The RSE programme is placed in the context of our Sacred Heart Ethos and Mission Statement that drives our school.

The programme affirms our Catholic teachings about marriage and family life whilst also recognising the cosmopolitan community in which we live.

We have a Relationships and Sex Education Policy available for parents to read on our website within the tab 'About Us' / 'Policies and Reports' [Relationships & Sex Education Policy](#).

## 20 UNIFORM

Details about the school uniform are available on the school website on the [Uniform page](#) (within the tab *School Life*).

Spare uniform that you no longer need can be handed back to school at Parent Teacher Meetings, where crates will be available for this.

Arrangements for second hand uniform sales are being trialled and may vary across the year. Parents will be kept informed. For the time being if you have any further queries about uniform, please email [AdminTeam@sacredh.lbhf.sch.uk](mailto:AdminTeam@sacredh.lbhf.sch.uk)

We understand that home local authorities offer a £150 school uniform grant for families on low incomes. [Find out how to apply for a free £150 School Uniform Grant \(familiesonline.co.uk\)](#)

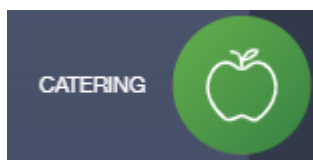
## 21 SCHOOL MEALS

### Student Spending

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Students can put money on their ID cards and use this to pay for breakfast, snacks at break time and lunch.

Parents can now check to see what how much their child is spending and on what, by clicking the 'Catering' button on Edulink.



You can also continue to see this on ParentPay.

### Free School meals

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If your child received free school meals already at primary school, it's important that you notify your home local authority about which school your daughter is now attending.

There is a free school meals eligibility checker linked below. If you complete this and are found to be eligible we are automatically notified but you can also get a Certificate of Eligibility and bring that in, if you prefer to.

[Free School Meals Eligibility Checker](#)

### More Information?

If you have any questions or specific concerns, please contact Mrs D Cahill using [AdminTeam@sacredh.lbhf.sch.uk](mailto:AdminTeam@sacredh.lbhf.sch.uk)

## 22 PUPIL PREMIUM

The school receives additional funding for students from economically disadvantaged families. The school prepares an annual plan on how this money will be spent and also reports on its impact.

You can read more about this in our Pupil Premium Statement within the tab 'About Us' / 'Policies and Reports' [Pupil Premium Statement](#)



## 23 DATA WE HOLD AND HOW WE USE IT

The school has a Privacy Notice which explains:

- What personal data we hold,
- Why we use this data (and our legal basis for using the data);
- How we collect and store the data
- What data is shared and with whom
- Parents and students right regarding personal data
- How to make a complaint about our collection and use of data; and
- Relevant contact details

The Privacy Notice is available for you to read on our website in the 'About Us' tab [Privacy Notice](#)

## 24 CONTACTING THE SCHOOL WITH A CONCERN

The philosophy of Sacred Heart Education championed by our trustees (the Society of the Sacred Heart) permeates our school. It emphasises among other things, the importance of relationships. Kindness and respect for one another (not just between students but also between parents and the school) are key.

It is hoped that most concerns can be expressed and resolved on an informal basis but depending on the nature of the concern, this should be raised with the form tutor, subject teacher, head of year, subject lead or in exceptional circumstances, the headteacher.

A staff list is available on the school website within the 'About Us' tab [Staff List](#)

Details of who to contact about different things (and how) is available in the 'Contact Us' section of the school website [Contact Us](#)

If you are unsure of who to raise your concern with, please contact Mrs. M Conran (Deputy Headteacher) for advice. Ms Conran acts as our Complaints Coordinator. You can email her using [concern@sacredh.lbhf.sch.uk](mailto:concern@sacredh.lbhf.sch.uk)

### **Governors**

Parents should not approach individual governors to raise concerns or complaints unless it relates specifically to the headteacher, in which case you should email the Chair of Governors (Glen Hodgson) via the Governance Professional (Alex Dijkhuis) using this email address: [governors@sacredh.lbhf.sch.uk](mailto:governors@sacredh.lbhf.sch.uk)

Governors have no power to act on an individual basis and being contacted may then prevent them from being able to consider the matter later, if you are not satisfied with the response from the school.

For the avoidance of doubt, the role of 'parent governors' is not to act as a representative for parents. Parent governors contribute to governors' meetings in their own right, offering a parent perspective.

### **Parent WhatsApp Groups**

We understand how parents sometimes find it helpful to be in communication with one another on social media. It is however inappropriate for parents to discuss concerns about the school on unregulated social media groups, where misinformation (fake news) becomes amplified. We all need to take care about the information that we publish in this manner.

It is also a serious safeguarding risk if any student's name is ever included by parents in a comment on such groups. Any concerns you have should be raised directly with the school.

*We also recognise that we have a part to play in this, keeping you informed as appropriate (within the bounds of proper confidentiality constraints) and responding to emails.*

### **Contacting the School**

We ask that parents and carers treat members of staff with respect and courtesy at all times when contacting the school and we commit to responding to you in the same respectful manner.

Often when incidents occur in school, the school is bound by issues of confidentiality or safeguarding and it is not always appropriate for us to share everything about what happened. We do however want you to feel that communication lines are good and we have lots of detail on our website about names of staff and exactly who to contact about what, as shown in the links above.

The school policy regarding concerns and complaints (The Complaints Procedure) is available on the school website. Staff will not be able to answer emails immediately because many will have full teaching timetables and will also have work to do after school. The policy however commits staff to acknowledge your concern in writing within 5 days and to respond fully within 15 days, copying in the School's Complaints Coordinator (even for lesser concerns). Most concerns however should be straightforward and we will do all we can to respond to you as soon as possible within these timeframes.

If you remain unsatisfied then the matter can be escalated to a formal complaint to the headteacher and if you still remain unsatisfied, the matter can then be reviewed by governors. See full detail in the Complaints Procedure on our website.

We will continue to review and evaluate our communications with parents and carers. We hope to work together with you in a professional and courteous manner, where views can be expressed and responded to efficiently.

## 25 KEY STAFF

### KS3 Form Tutors (contactable directly through Edulink)

| HEAD OF YEAR 7<br><i>Ms J Phillips</i>                           |                |     | HEAD OF YEAR 8<br><i>Ms B Dancer</i>           |                              |     | HEAD OF YEAR 9<br><i>Ms C Miller</i>           |                       |    |
|--|----------------|-----|--|------------------------------|-----|--|-----------------------|----|
| 7H   | Mr A Rhaimé    | F11 | 8H   | Ms A Petrica                 | R5  | 9H   | Ms S Collison         | E2 |
| 7E   | Ms R Roy       | F5  | 8E   | Mr J Coughlan                | R7  | 9E   | Mr A Fry              | E3 |
| 7A   | Ms S Ludlow    | F12 | 8A   | Ms R Linden                  | R11 | 9A   | Ms C Rigos            | E4 |
| 7R   | Ms Z Lawlor    | F10 | 8R   | Ms E Blanke                  | R6  | 9R   | Ms M Mallon           | E5 |
| 7T   | Ms S Stingelin | F2  | 8T   | Ms E Henault<br>& Ms M Jones | R12 | 9T   | Mrs M. Rodrigues Vega | E1 |
| 7S   | Mr L Granger   | F1  | 8S   | Ms V Birkett                 | R10 | 9S   | Ms G Garewal          | E6 |
| Attached tutor tbc   |                |     | Attached tutors, E. Henault +1 tbc             |                              |     | Attached tutors, Ms S Kato, +1tbc              |                       |    |
| <b>Pastoral Support Manager</b><br>Ms B Sharma & Ms R Meshekrani |                |     | <b>Pastoral Support Manager</b><br>Ms B Sharma |                              |     | <b>Pastoral Support Manager</b><br>Ms B Mantey |                       |    |

LOWER SCHOOL Assistant Headteacher: Ms C. Key

Attached tutor for KS3 numeracy : Ms P Green

Attached tutor for KS3 literacy: Ms S Marsh

### KS4 Form Tutors (contactable directly through Edulink)

| HEAD OF YEAR 10<br><i>Ms Z Ketley</i>          |                        |     | HEAD OF YEAR 11<br><i>Mr D Shetcliffe</i>      |  |    |
|--|------------------------|-----|--|--|----|
| 10H  | Ms L Aushana           | S8  | 11H  | Mr I Vidovic   | W8 |
| 10E  | Ms K Lynn              | S10 | 11E  | Mr J Candy   | W4 |
| 10A  | Ms R Honey             | S14 | 11A  | Ms L Parkes  | W6 |
| 10R  | Ms H Brown / Ms E Aris | S13 | 11R  | Ms J Marquis   | F8 |
| 10T  | Mr L Haddaway          | S15 | 11T  | Ms A Hindmarch being replaced by<br>Ms C Diaz-Perez by 24 Jan 2024 | W5 |
| 10S  | Dr A Leach             | S7  | 11S  | Mr C Murphy  | W7 |
| Attached tutors, N. Anderson +1tbc             |                        |     | Attached tutors, S. Lowe, C. Alford + J. Candy |  |    |
| <b>Pastoral Support Manager</b><br>Ms B Mantey |                        |     | <b>Pastoral Support Manager</b><br>Ms B Mantey |  |    |

UPPER SCHOOL Assistant Headteacher: Ms F. Vitija

### KS5 Form Tutors (contactable directly through Edulink)

| HEAD OF YEAR 12<br><i>Ms C McCarthy</i>            |                               |    | HEAD OF YEAR 13<br><i>Ms C McCarthy</i>        |              |     |
|--|-------------------------------|----|--|--------------|-----|
| 12H  | Mr A Trevelyan                | B1 | 13H  | Ms N Nye     | C13 |
| 12E  | Ms J Joseph                   | B2 | 13E  | Ms P Kennedy | C8  |
| 12A  | Ms R Filipiak<br>Ms G Peebles | M5 | 13A  | Mr M Ogwiji  | C9  |
| 12R  | Ms M Curtis                   | S1 | 13R  | Ms E Nikaj   | C15 |
| <b>Pastoral Support Manager</b><br>Ms R Meshekrani |                               |    | <b>Pastoral Support Manager</b><br>Ms B Mantey |              |     |

SIXTH FORM Assistant Headteacher: Ms J. Greenwood

Attached Tutors: Ms Tyanna Rennall, Ms C McGugan

## **Heads of Department -contactable by email**

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Heads of Department can be contacted with queries about a particular taught subject.

|                             |                     |  |
|-----------------------------|---------------------|--|
| English                     | Mr H Williams       | <a href="mailto:english@sacredh.lbhf.sch.uk">english@sacredh.lbhf.sch.uk</a>   |
| Mathematics                 | Mr A Trevelyan      | <a href="mailto:maths@sacredh.lbhf.sch.uk">maths@sacredh.lbhf.sch.uk</a>   |
| Physics                     | Ms E Nikaj          | <a href="mailto:physics@sacredh.lbhf.sch.uk">physics@sacredh.lbhf.sch.uk</a>   |
| Chemistry                   | Ms R Filipiak       | <a href="mailto:chemistry@sacredh.lbhf.sch.uk">chemistry@sacredh.lbhf.sch.uk</a>   |
| Biology                     | Ms F Pervez         | <a href="mailto:biology@sacredh.lbhf.sch.uk">biology@sacredh.lbhf.sch.uk</a>   |
| General Science (KS3)       | <i>as above</i>     | <a href="mailto:science@sacredh.lbhf.sch.uk">science@sacredh.lbhf.sch.uk</a>   |
| Religious Education         | Ms M Curtis         | <a href="mailto:re@sacredh.lbhf.sch.uk">re@sacredh.lbhf.sch.uk</a>   |
| Modern Foreign Languages    | Ms S Iafrate        | <a href="mailto:languages@sacredh.lbhf.sch.uk">languages@sacredh.lbhf.sch.uk</a>   |
| Art & Design                | Ms V Birkett        | <a href="mailto:art@sacredh.lbhf.sch.uk">art@sacredh.lbhf.sch.uk</a>   |
| Business & Economics        | Mrs G Garewal       | <a href="mailto:business@sacredh.lbhf.sch.uk">business@sacredh.lbhf.sch.uk</a> &<br><a href="mailto:economics@sacredh.lbhf.sch.uk">economics@sacredh.lbhf.sch.uk</a>     |
| Classics                    | Ms J Marquis        | <a href="mailto:classics@sacredh.lbhf.sch.uk">classics@sacredh.lbhf.sch.uk</a>   |
| Design & Technology         | Mr L Haddaway       | <a href="mailto:DT@sacredh.lbhf.sch.uk">DT@sacredh.lbhf.sch.uk</a>   |
| Drama                       | Ms H Brown          | <a href="mailto:drama@sacredh.lbhf.sch.uk">drama@sacredh.lbhf.sch.uk</a>   |
| Computer Science            | Mr M Ogwiji         | <a href="mailto:CS@sacredh.lbhf.sch.uk">CS@sacredh.lbhf.sch.uk</a>   |
| Geography (Acting Head)     | Ms N Nye            | <a href="mailto:geography@sacredh.lbhf.sch.uk">geography@sacredh.lbhf.sch.uk</a>   |
| History                     | Mr C Murphy         | <a href="mailto:history@sacredh.lbhf.sch.uk">history@sacredh.lbhf.sch.uk</a>   |
| Music (Acting Head)         | Ms C McGugan        | <a href="mailto:music@sacredh.lbhf.sch.uk">music@sacredh.lbhf.sch.uk</a>   |
| Physical Education (Acting) | Mrs S Maguire       | <a href="mailto:pe@sacredh.lbhf.sch.uk">pe@sacredh.lbhf.sch.uk</a>   |
| Psychology & Sociology      | Ms J Joseph-Bristol | <a href="mailto:psychology@sacredh.lbhf.sch.uk">psychology@sacredh.lbhf.sch.uk</a> &<br><a href="mailto:sociology@sacredh.lbhf.sch.uk">sociology@sacredh.lbhf.sch.uk</a> |

## **Senior Leadership & Management Team**

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Senior leaders and managers can be contacted using [seniorteam@sacredh.lbhf.sch.uk](mailto:seniorteam@sacredh.lbhf.sch.uk)  
Just specify which member of staff you are addressing your comment to within the title of the email.

|                                       |                 |
|---------------------------------------|-----------------|
| Headteacher                           | Mrs S O'Donovan |
| Deputy Headteacher                    | Ms E Maton      |
| Deputy Headteacher/ Safeguarding Lead | Ms M Conran     |
| Assistant Headteacher KS3             | Ms C Key        |
| Assistant Headteacher KS4             | Mrs F Vitija    |
| Assistant Headteacher KS5             | Mrs J Greenwood |

|                                      |  |
|--------------------------------------|--|
| Acting Assistant Headteacher         | Mr H Williams  |
| Business Manager                     | Mr Y Khan  |
| Head of Communications & Development | Mrs A Dijkhuis: <a href="mailto:comms@sacredh.lbhf.sch.uk">comms@sacredh.lbhf.sch.uk</a> |

### **Office Admin**

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Office Manager Mrs. C. Tesh can be contacted using [AdminTeam@sacredh.lbhf.sch.uk](mailto:AdminTeam@sacredh.lbhf.sch.uk)

Please see the Contact Us page on the website for more contact details