

HEADTEACHER'S NEWSLETTER

This newsletter, is once again packed with details of exciting opportunities experienced by our pupils as well as some examples of their fantastic work.

Extracts are included from our new behaviour policy and we report on our anti-bullying initiatives.

While Covid continues to impact on all our lives, the need to display kindness to one another is emphasised and we hope that this newsletter helps to raise the spirits of our those in our community. Happy Christmas!

Volume 8

Issue 1

December 2021

from the heart



Christmas Message from our Chaplain

This time last year, I bought a pack of facemasks with Christmas designs on them. In January, as I packed them away with the other Christmas things, I thought to myself, "Well at least I won't be needing these next year..." and yet here we are again!

I have seen many posts on Social Media, over recent weeks reminding me that Christmas is most definitely not cancelled – despite the increasing concerns about COVID numbers, and managing the disappointment of yet another year without an Advent Service in a candlelit Chapel – we have been surrounded in school by the joy, generosity and hope that epitomises the true significance of Christ's birth.

It brought great joy to deliver to the Catholic Children's Society 719 wrapped Christmas presents donated by our school community. These gifts will be distributed to young people in London, living in poverty. The charity were overwhelmed by your generosity and support.





Advent

Our student Kairos Team worked tirelessly throughout Advent to wrap and label all of the gifts and enjoyed decorating our lovely Christmas tree in the Chapel, kindly donated by **Pines and Needles** who are also offering a 10% discount to Sacred Heart Families (simply quote SACRED10 in store or online).

We have been encouraging students and staff to come in and spend a few minutes in quiet prayer and wonder in front of our tree and Advent wreath.

Our current COVID restrictions might mean that we are unable to gather in large groups in school, but we are determined to bring the Nativity story to life with a travelling Advent Service on our final day in school – all tutor groups have been involved in making props and will be listening out for the bells announcing the arrival of our actors and readers to their classrooms.

I wish you and your loved ones a blessed and healthy Christmas season, filled with generosity, joy and hope.

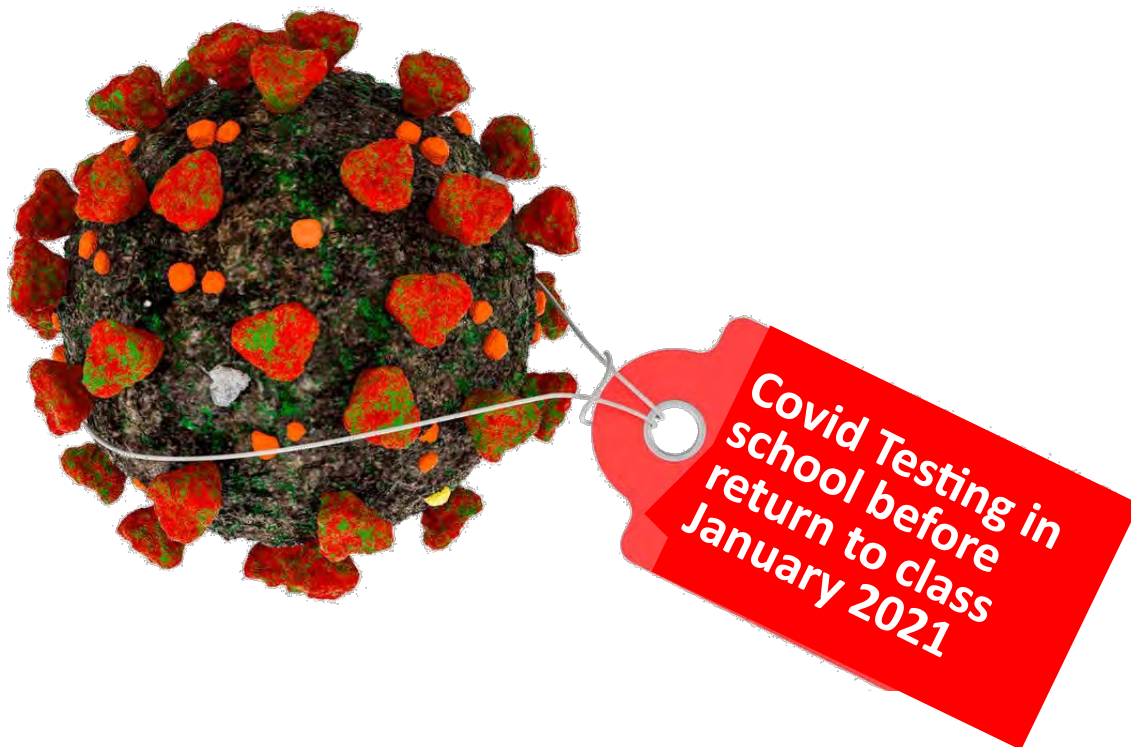
Mrs Lorenzato – School Chaplain



Thank you for your generosity!

A huge thank you for your kindness and generosity in supporting other members of our school community. We have received an vast array of vouchers which I am sure will make their Christmas a little brighter. Thank you!





Covid Mass Testing in January

The government requires schools to organise mass testing of pupils prior to their return to school after Christmas. This will be an asymptomatic Rapid Lateral Flow test as before.

In order to facilitate this, resources for lessons will be uploaded online for completion on Tuesday 4 and Wednesday 5 January and all pupils have been allocated a time slot above to attend school for testing as shown below.

This date and time are non-negotiable. Pupils will be registered online, unless their appointment for is 9:00am. If this is the case they will be registered at school. Pupils must arrive promptly for their allocated time slot and we will not be able to reschedule appointments.

Only pupils for whom we have consent, can be tested.

If you have not given consent but would now like to, please ensure your daughter brings a completed and signed (by hand) consent form with her on the allocated time slot for her year group. A copy of the consent form has been emailed to all families.

Tuesday 4 January	
9:00am – 10:00am	Year 7 Pupils
10:30am – 12:00pm	Year 8 Pupils
1:30pm-3:00pm	Year 9 Pupils

Wednesday 5 January	
9:00am – 10:30am	Year 10 Pupils
11:00am – 11:30am	Year 13 Pupils
1pm – 3:00pm	Year 11 Pupils
1pm – 3:00pm	Year 12 Pupils



Sixth Form Ice Skating

On 25 November, Years 12 & 13 enjoyed an afternoon of ice-skating at the National History Museum Ice Rink. Some students decided to skate immediately after they had got onto the rink...evidently they were feeling brave that day! Despite the wobbles and falls, most of the remaining students and their form tutors watching from the edge, decided to join in showing great determination and resilience! All in all, a wonderful fun bonding experience for our Sixth Formers to celebrate their first term of 2021!



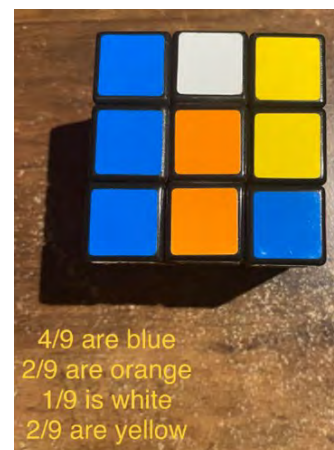
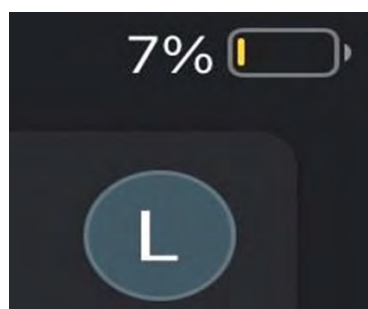
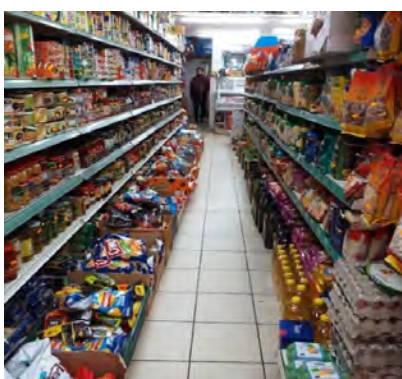
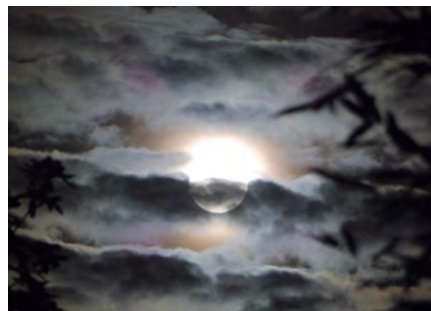
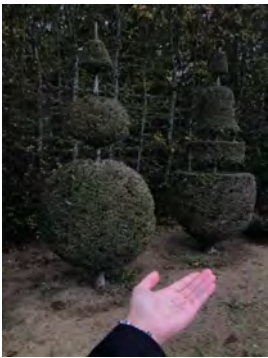
Numeracy Photo Competition

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." Shakuntala Devi (female Indian Mathematician, known as the 'human computer')

We had a phenomenal response to this competition with pupils from every single year group in the school entering the competition. The winners were presented with an Amazon voucher. Well done!

Winners: Amaia, Paola, Rosie, Alix, Pasquella, Natalie & Roksana.

Runners Up: Maria-Lucrezia Kailou, Martyna, Lucia, Amelie, Lerica & Aviguil



Anti-Bullying Week

Mon 22 Nov - Fri 26 Nov 2021



Pupils across all year groups took part in discussions and activities during registration and PSHE to raise awareness of the different ways to speak out against bullying of any sort, be it bullying in person, or online.

Assemblies were lead by the Chaplain and members of the SLT.

The slogan for this year's anti-bullying campaign is 'one kind word', a reminder to all of us

- the difference one word can make in building community; and
- that all members of the school community have a role to play in contributing to this.

This was supported by a poster campaign around the school displaying key messages.

To show their support for Anti-bullying Week, pupils could wear odd socks on Wednesday 24 November. Members of the sixth form Equalities Committee also sold wrist bands with the anti-bullying logo for £1, at break and lunch times.



Read, Watch or Visit Competition, Black History Month Prejudice & Discrimination

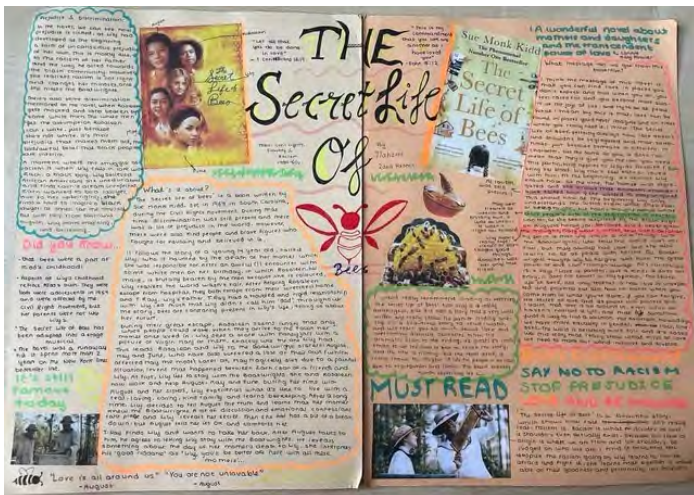
Year 9 entered a **Read, Watch or Visit** competition on the topic of Prejudice and Discrimination earlier on this term in conjunction with Black History Month. They were asked to engage in a book, show, film or exhibition of some kind and create a project in response to the stimuli they chose.

The RE department were blown away with the standard of the work in general but the following students were a cut above the rest with the work they produced!

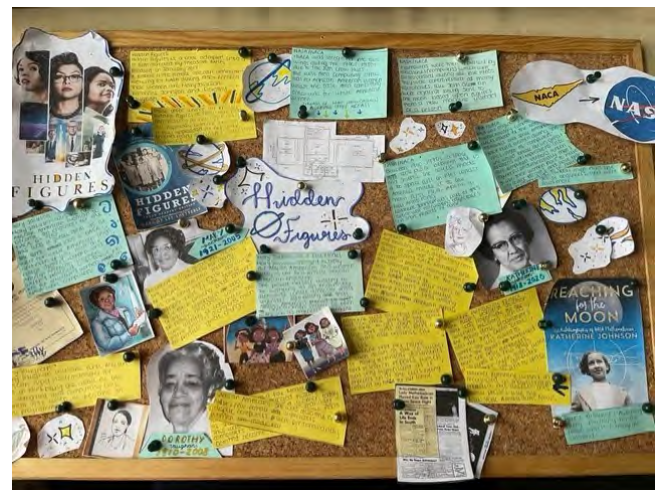
Joint First Place
Nahomi
Brooke

Runners up
Francesca
Jennifer

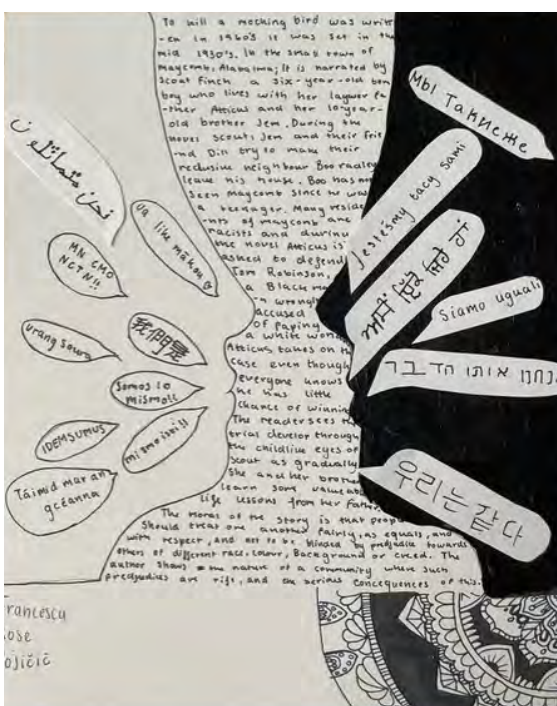
Many congratulations - Prizes will follow in the New Year!
The RE Department



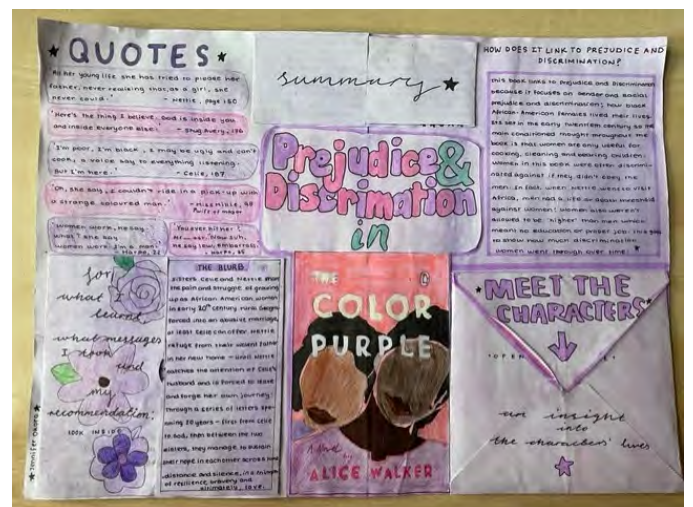
Nahomi



Brooke



Francesca



Jennifer

Celebrating Ada Lovelace Day, Tues 12 October 2021



Who was Ada Lovelace?

Ada Lovelace is **considered the first computer programmer**. Even though she wrote about a computer, the Analytical Engine, that was never built, she realised that the computer could follow a series of simple instructions, a program, to perform a complex calculation. ... She has been called the first computer programmer.

Ada Lovelace Day is an international day celebrating the **achievements of women** in science, technology, engineering, arts and maths (STEAM). It was celebrated by all years and staff at Sacred Heart on Tuesday 12 October and was an outstanding success and a memorable day for all involved!

Mrs Roy STEAM Lead

"Ada Lovelace Day, was a very fun and memorable day for me, especially when we made those bracelets! I'll always remember that day." *Caryn 8T*

"Our form tutor made Ada Lovelace Day fun and enjoyable! We made bracelets and decoded puzzles, she made sure that everyone could take part in the quiz and told us a story keeping us entertained. Exploring the different codes and colours was the best part of our day. We really had a lovely time celebrating Ada Lovelace Day!" *Alexa, Roisin, Sofia, Lainey 7R*

"Ada Lovelace Day was an exciting day where we got to do a fun quiz in form and make vibrant bracelets that we got to take home. We'll remember celebrating achievements of Women in STEAM" *Otylia & Jaiya 8R*

"We enjoyed this day so much, it was a unique experience making my coded bracelet. Working out the correct code was fun too! We loved the day and can't wait to celebrate again!! *Eva, Olivia, Erin, Precious, Rosaleen, Zuzanna, Chelsy 9E*

"Ada Lovelace Day was full of fun. We got to code cool bracelets to represent what Ada Lovelace had done. It was very memorable!" *Lara 8R*

"My form teacher made answering the questions in the form quiz was so exciting and factual – I learnt so much!" *Elettra 9A*

"We made bracelets and did some quizzes together. We all enjoyed it and had lots of fun. We each put a letter on our bracelets with the correct code and connected it together to make a paper chain. We now have it hung up in our form room and are using it as a decoration. We did some coding games to find out what the message on the worksheet said. We all loved the experience and it was a nice way to start the school day. *Rebecca 7E*

"We made bracelets which we wrote the code for to celebrate Ada Lovelace Day – it was a very enjoyable day! *Naia 10T*

"I was one of the STEAM prefects and it was rewarding for me to promote Ada Lovelace Day. It was so sensational and a very educational experience for all involved. I would definitely promote this day again and would like to thank Mrs Roy for allowing me to do so!" *Lidia 11H*



Year 8 Visit Shakespeare's Globe

William Shakespeare



On Tuesday 8 October, Year 8 set out to watch *A Midsummer Night's Dream*, one of the many plays written by William Shakespeare, at the Globe Theatre on London's South Bank. The show was filled with comedy and laughter and even featured a cameo appearance by our very own English teacher, Mr Williams, hereafter known as Starveling.

As the audience entered the yard, upbeat jazz music was performed by a brilliant band who could be heard from miles around. The play began with an introduction to the complex relationship between the young lovers, Hermia, Lysander, Helena and Demetrius. A comical scene saw Helena chasing the reluctant Demetrius around the stage unsuccessfully, because he does not return her love. Luckily, a mischievous pixie, by the name of Puck, uses the magic juice of a flower to mend the broken relationship, but not before all manner of mishaps have occurred. The final scenes of the play feature a tragically funny performance of the story of Pyramus and Thisbe by Bottom's troop of 'rude mechanicals' and the show ended with grand dance featuring all of the characters.

The bright costumes and lively music added to the overall fun. One surprise was when our own Head of English, Mr Williams, joined the actors on the stage taking the part of Robin Starveling, one of the mechanicals. Some audience members were heard to say that he was the actual star of the show, but our advice was to not give up the day job just yet.

Despite the threat of rain, our brave band of Y8 pupils stood patiently throughout the performance, in the yard. Open to the elements, this is the space where the groundlings would have stood during Shakespeare's time, with tickets costing one penny each. Luckily there was only one brief downpour which did not dampen the spirits of the audience. A grand time was had by all. *Sophie, 8E*

Public Speaking Training

On 25 & 26 November, Year 10 were given the opportunity to sharpen their public speaking skills with two workshops delivered by the amazing trainers from the Jack Petchey Foundation.

Sixty pupils took part in the training, which took them out of their comfort zone and into the challenging world of standing in front of a group of people and making them listen to you. Both groups made superb progress during the day and by the last hour, all pupils stood up and delivered their speeches on an amazing array of topics.

The overall winners were Remi, Julianna, Isabelle, Carolina and Amelia. Two of these pupils will represent SHHS at the Hammersmith and Fulham regional final in January. Well done to all who took part!



Basketball

Sacred Heart hosted the Borough Basketball Tournament on Thursday 2 December, with our KS3 and KS4 basketball teams competing. Some excellent play with both teams winning spots in the final.

Unfortunately our KS4 team were beaten by St Paul's in the last game, with a narrow 2 point goal difference. However, our KS3 won their final 10-4 and will therefore be representing Hammersmith and Fulham in the London Youth Games in the New Year. We will all be cheering you on, well done! Excellent effort from all the pupils who took part.



KS3 Basketball Team



KS4 Basketball Team



Go team SHHS!

Girls' Basketball League - Game 1

On Wednesday 8 December, we had our first league game against Fulham Cross. The players had an excellent attitude and showed great sportsmanship in this game, which we were really impressed with. They played excellently and won 52-6. Well done all, keep up the good work!



Netball



Netball has been a huge success through this half term. Each team that has played showed great strength and determination from the start to the end of the match. The Year 8 A Team won their match against Chelsea Academy 13-5 and the B Team won 9-4.

Similarly, the Year 9 Team played exceptionally well against St Paul's, with our A Team winning 32-1 and our B Team winning 17-1.

Finally, our sixth formers had their first game this half term against Oratory and although they lost 34-15, they played with positive attitudes and kept their heads held high.

Well done all teams! We look forward to seeing what the New Year brings.





Debating



After nearly two years of debating online and missing the thrill of in-person debating, it has been amazing to see students across the whole school engaging with debating this half term. Students in Key Stage 3 have been working on their debating skills during English lessons, and students in the Sixth Form have been competing against other Catholic schools in the area. We look forward to reintroducing debating clubs in January and competing at many more events throughout the year. *Ms Curtis and Ms Linden*

Years 7 & 8 Debate Training

On Tuesday 15 November, 20 students from Years 7 & 8 travelled to Ealing Fields School for a debating workshop. They learnt the 'extended mace' format of debating and had their first opportunity to take part in a practice debate and receive feedback from a panel of judges.

Thank you to all of the students who took part, especially as it was on an evening during exam week. The girls left excited about their first competitive debate which took place a few weeks later, see below.

Years 7 & 8 Debating for Everyone competition

After receiving training in their English lessons, students from Year 7 & 8 were finally able to put their skills to the test when they attended their first competitive debate of the year at Latymer Upper school on Monday 6 December.

Students from both year groups competed in two debates. The first was on the motion:

'This house would make all schools co-educational'

and the Year 8's were put on the spot as they had to argue in opposition against their own experiences. The Year 7 team won their debate in the first round against Tiffin Boys' School.

For the second debate, the students were only told about the motion thirty minutes before it began and were soon sent off into a room to prepare. This time, the Year 7 & 8 team were against each other and the victory was clinched by the Year 7 team who argued in favour of the motion:

'This house believes that teachers should be replaced by artificial intelligence'.

The debate was fantastic and the students are looking forward to hosting the next round of the competition.

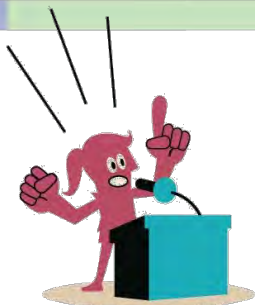


The Winning Team

All those who attended:

*Top row (left-right) Vhairi, Katherine, Lydia, Jane
Next row down (left-right) Ireland, Clem, Princess, Alex,
Genevieve*

*Next row down (left-right) Amelia, Aoife, Maame
Front row (left-right) Yargui, Sinnit*



Sixth Form Triumph in Emmaus Debating Competition

On Tuesday 7 December, Elizabeth (Year 13) and Soraya (Year 12) travelled to Cardinal Wiseman school to compete in the first Emmaus Partnership debating competition. The evening consisted of one prepared debate for a semi-final and one unprepared debate for the final. It included students from Sacred Heart, Cardinal Wiseman, St Benedict's and St Augustine's Priory.

In their first debate, Elizabeth and Soraya faced students from St Benedict's and argued in opposition against the motion:

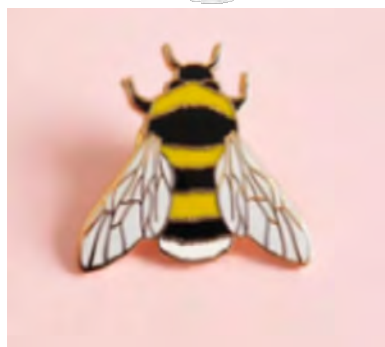
'This house believes that Britain should pay reparations for its colonial past'.

There were passionate arguments on both sides discussing the moral obligation for Britain to pay for its colonial past versus the more practical argument of whether paying money truly solves the issue. In the end after a heated floor debate, Elizabeth and Soraya won the debate and so progressed to the final.

After only fifteen minutes to prepare, Elizabeth and Soraya then competed once more in opposition against St Augustine's Priory, this time for the motion;

'This house believes that social media sites should filter out fake news'.

After an excellent case from both sides and a long deliberation from the judges, Sacred Heart won the competition and lifted the trophy. Well done to both students for their well thought out arguments on two difficult motions. We look forward to debating as part of the partnership in the future.



BUZZONCE Invention 3rd place in Imperial College STEaM maker challenge!

Huge congratulations to Vanessa Sambartolo, who recently took part in the Imperial College STEaM Maker Challenge and I'm delighted to say that she won 3rd place!

Vanessa's invention is called BUZZONCE and it's an inconspicuous brooch shaped like a bee which when pressed will call an emergency number, track the location or sound an alarm. The pin is for personal security allowing the user to get help in times of danger. The BUZZONCE pin allows those in unsafe areas to quickly and efficiently deal with a problem allowing them to feel safe outside. The design is simple and does not draw too much attention and the function of the pin is meant to be easily used but creates a quick solution in emergencies.

Mrs Roy, STEAM Lead



Cross Country



Our cross country club has finally been able to get up and running this term. The pupils have shown excellent commitment, facing the cold and wet weather. This week we have got out into the nearest green space, down by the river to work on some continuous training.

Excellent running girls, keep it up!



Wimbledon Ball Girls

The selection of the 2022 Wimbledon Ball Girls is underway, with keen interest and commitment from our Year 9 and 10 pupils.

They have been working hard each week to perfect their fitness, feeding, rolling and court work skills. The pupils below have made it through to the trials at Wimbledon where, if selected, they will continue their training with specialist coaches ready for the Championships in the summer- Well done all!

- Sophia
- Carys
- Alix
- Amelia
- Sophie
- Sorcha
- Una



Dance

This first term at Sacred Heart we have had an outstanding turn out for our dance club. With a variation of Contemporary and Street Dance, the students have showcased enormous talent after school and also demonstrated incredible skill with their own choreography.

This club will continue after Christmas and we hope to have the opportunity to perform for an audience soon!

Football

Football club has generated much interest over this half term and it has been great to see pupils from all year groups.

We currently have an external coach who has been leading some of the football sessions for the pupils too and it has been really inspiring to witness the girls supporting each other with training but also challenging each other with their skills.

With great players at training, we are looking forward to some winning match play in the New Year!



Yoga

Thanks to the Year 12 pupils, Soraya, Emma and Tyfenn for starting a very successful Yoga Club this half term with our Year 7 Pupils.

There has been a great number for participation and we look to continuing this in the new year!





NUMERACY CLUB

Maths Tutoring Experience



The Sixth Form students Rachael, Lily, Mary, Lauren, Ellie, Roksana, Aviguil, Wiktorja and I have had the pleasure of working with a group of hardworking and dedicated Year 7s over the last couple of months. We have had the opportunity to watch them flourish and grow exponentially in confidence through their ability to do well in maths.

It has been an incredible experience for all of the Sixth Formers involved as we have been able to cultivate a great rapport with all the students and have been able to help them overcome their struggles in maths. I know that I would love to do again as it has not only hugely benefitted the Year 7s, through an increase in their test scores and self-esteem, but this experience has also benefitted myself and the other members of the sixth form team massively as I know that I have personally been able to gain more confidence and have been able to build and add to my set of skills.



Some quotes from our Year 7s



"The Sixth Formers have been very supportive especially when we have not understood different topics in maths. I have definitely become better in maths and my teachers have recognised this too. I have also found that since we have started, revising times tables has been a lot easier thanks to taking part in the sessions three times a week." - Sarah F

"I have enjoyed this experience because I have learnt more in maths and have grown in confidence in my ability to answer questions in class. I would love to do it again as I want to continue to improve in maths." – Sienna

"In my opinion, I think that the Sixth Formers have helped me a lot on my maths journey. I believe that I have gained more confidence and self-belief in my maths skills because of the tutoring and I am particularly a lot more confident in my times tables than I was before this happened so I am really glad that I took part." – Antonella



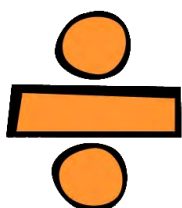
A quote from a Year 13 student:



"Through helping the Year 7's further their numeracy skills, we have also developed important life skills such as communication and patience. These sessions have meant that we have been able to take on leadership roles and bring these experiences into the future whilst also shaping the Year 7's knowledge". - Ellie

We would like to thank Mrs Roy and Mr Davies for organising this experience for us!

Tara, Deputy Head Girl. (13H)



Climate Change Virtual Careers Fair



Year 12 Geographers attended a virtual careers fair to discover how many different pathways and companies there are that specialise in Geography based knowledge.

The careers fair had many topics ranging from climate research to housing, buildings, and transport. However, one area that stood out for me was the Business and Industry Zone, because I previously did not fully understand how physical geography linked to this field. I discovered many companies are all trying to be more sustainable by reducing carbon emissions and waste.

I found it interesting how every aspect of geography was relevant and there was a lot of information about careers. It allowed me to place these companies in the back of my mind as I now know that they have opportunities in the things I am interested in. The careers on offer ranged from apprenticeships to graduate placements and early career opportunities.

The careers fair was really useful because it introduced me to a range of career paths open to me, but it also reminded me of the relevance and importance of STEM subjects, including geography, because these key subjects link with every job opportunity they had to offer. I would like to thank Ms Hill for promoting this fair as I have gained lots of valuable insight!

Areanne, Yr 12





Biology in Action Trip

On 7 December, the sixth form biology students attended Biology In Action at the Emmanuel Centre. There were a total of six speakers who specialised in a range of biological fields such as marine biology and genetics. This was a good opportunity for all A-Level Biology students due to the wide range of topics covered.

One of the talks we especially enjoyed was '**Exploring the wonders of the deep**' by Helen Scales. She is a marine biologist who has a Ph.D from Cambridge and wrote her thesis on marine conservation.



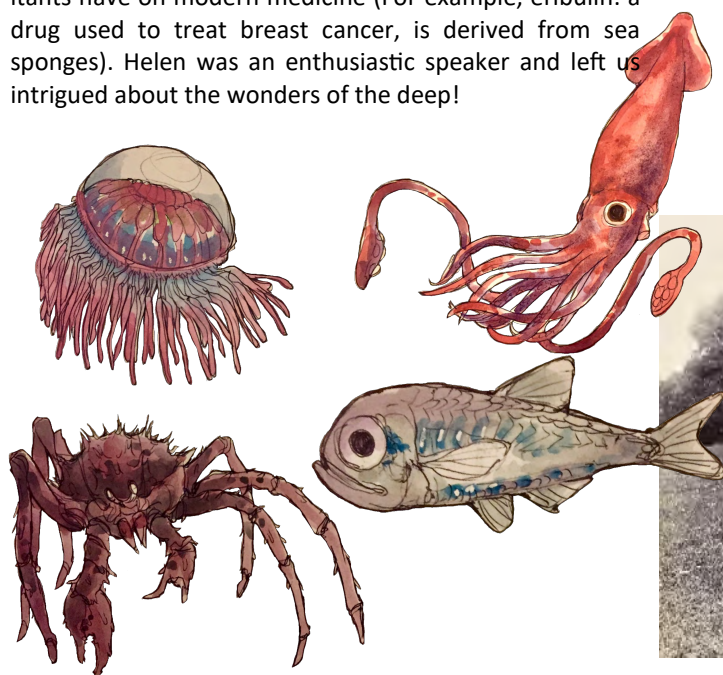
She talked about the different oceanic zones and the organisms inhabiting them. We learnt about how animals use bioluminescence in the midnight zone and chemosynthesis, a process by which organisms use chemical reactions as a source of energy! Dr Scales highlighted the importance of the ocean and how large an impact its inhabitants have on modern medicine (For example, eribulin: a drug used to treat breast cancer, is derived from sea sponges). Helen was an enthusiastic speaker and left us intrigued about the wonders of the deep!

Another talk we found interesting was '**Ageless: The new science of getting older without getting old**' by Andrew Steele.



Dr Steele had a Ph.D in Physics from Oxford but decided to change fields to Biology due to his interest in the science of ageing. In his introduction he talked about how the risk of disease increases exponentially as you get older. However, this isn't the case for all organisms. For example, the Galápagos Tortoise lives up to 177 years; however its risk of disease does not increase with age. This proves that age doesn't necessarily have to be a risk factor for disease. Steele explained that the effects of ageing (grey hair and wrinkles) are driven by cellular changes referred to as the Hallmarks of Ageing. Drugs are being developed to combat these hallmarks; for example, senolytic drugs which clear away inactive cells which can trigger age-related diseases like arthritis. This talk was very topical as it helped us understand why older people suffer the extreme effects of COVID-19.

In conclusion, we think this was an excellent opportunity for us and was inclusive of all the types of biology. It remained informational but interesting at the same time. We would definitely recommend other aspiring biologists (no matter which field of biology they are interested in) to attend Biology In Action. Much better than sitting in school all day! *Caitlin & Klaudia*



Jonathan, St Helena's 182-year-old giant Seychelles tortoise.



Present day

Behaviour Policy, Dec 2021

Governors have recently approved a new [Behaviour Policy Dec 2021](#) ('Behaviour for Learning and Living in a Sacred Heart Community'). A number of linked policies have also been updated recently and these include our [Anti-Bullying Policy](#); [Exclusions Policy](#); [Searching, Screening and Confiscation Policy](#). Our [Equality Plan](#) is also relevant

All of these documents can be found using the links above but also on the school website in the 'About Us' tab.

The school's Behaviour Policy addresses the importance of using **praise and rewards** to reinforce good behaviour (Achievement Points) but it also includes a series of sanctions, which are detailed in the next few pages.

Poor behaviours have been categorised in terms of their severity from Level 1 behaviours, to the most serious Level 3 behaviours. This affects the nature of the sanction.

Parents and carers should note the seriousness with which the school views racist, sexist or homophobic behaviours. These are all categorised at the most serious Level 3 group in line with the school's Equality Plan.

Overall Expectations

We expect all members of the school community

- to show respect for the dignity and personal space of others;
- to show respect for the dignity and privacy of others when interacting directly with them or referring to them as third parties in speech, writing or on social media;
- to respect the law;
- to show proper regard for the safety of themselves and others;
- to follow school procedures and routines and to accept the direction of those in authority;
- to take pride in their personal appearance and presentation, to cultivate good manners and to dress smartly in accordance with the code of dress appropriate to their role.

Behaviour Achievement Points

Huge congratulations to the pupils below who have reached Stage 3 of the Living & Learning behaviour rewards system, meaning they have gained 40 or more achievement points.

Vhairi	7T	62
Cherissa	7R	60
Madalena	7S	54
Emanuela	7R	53
Roisin	7R	50
Melissa	7A	49
Anushka	7S	46
Lucinda	7H	45
Angelina Chloe	7R	45
Maria	7S	45
Lauren	7A	43
Virginia	7R	43
Elena	7A	43
Aimée	7H	42
Sophia	7E	42
Megan	7T	41
Saron	7R	41
Aryam	7A	41

Mollie	9H	58
Raija	9H	54
Michelle	9T	49
Ella	9A	45
Paloma	9H	45
Aoibhinn	9H	44
Josephine	9R	42
Cecilia	9S	42
Ana	9E	41
Virginia	9S	41
Jennifer	9A	40

Izabel	10H	42
Katie May	10H	41
Isabelle	10S	41
Laura	10S	40

Martha	8R	79
Gabriella	8H	77
Anjali	8S	73
Paola	8E	59
Sophie	8E	55
Claribelle	8E	50
Shanet	8A	49
Sabrina	8R	49
Gabrielle	8S	49
Annabelle	8H	49
Amourel	8E	48
Olivia	8S	48
Hannah	8R	47
Amy	8T	47
Olivia	8H	47
Lani-Nya	8T	47
Maria	8T	46
Martyna	8S	46
Jasmine	8R	46
Victoria	8H	46
Enara	8E	45
Genevieve	8R	44
Amelia	8A	44
Sienna	8S	43
Ruby	8S	43
Perpetua	8T	43
Althea	8R	42
Kamara	8R	42
Amira-Lucia	8R	42
Ekenedilichukwu	8H	40
Savanah	8H	40
Carlianne	8H	40
Emily	8H	40

More extracts from the Behaviour Policy

Behaviour outside school

Pupils who breach the school's Behaviour Policy while taking part in any school-organised or school-related activity or while travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school, **will be dealt with in the same manner as if the incident had taken place at school**. This will also apply to misbehaviour at any time that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The school reserves the right to notify the police of any action taken against a pupil in these circumstances. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. Equally, if the school considers that the behaviour might

be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures will be followed.

This behaviour includes the misuse of social media and the posting of messages or images which are harmful and threatening to other members of the school community. We expect parental co-operation in this matter and their constant vigilance about their daughter's use of social media.

Late Arrival at School

Pupils who arrive late to school other than in the case of unavoidable TfL reported, public transport disruption, will be given an automatic 30 minute 'Late Detention' on the day. If a pupil is late to school in this context more than once in the same week, then they will be required to attend a 90 minute 'SLT Detention' on a Friday in place of a further 'Late Detention'.

Level 1 Behaviour: Warning System and Sanctions

The 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: **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 pupil receives one Level 1 Behaviour Point they will be required to attend a centralised **same-day 'Level 1 Detention'** for 45 minutes. If the issue arises in Period 5 or later, the detention will take place on the following school day.
- If a pupil receives 2 Behaviour Points in one day, the same day '**Level 1 Detention**' is extended to one hour.
- If a pupil 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 on a Friday as set out overleaf.

Detentions: 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

If there is a pattern of repeat detentions the form tutor or Year Team Lead will meet with the pupil to ensure that there is an understanding of how the expectations of behaviour were not met, and what can be done differently.

Level 2 Behaviour and Sanctions (no warning system)

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, after the Level 1 Sanction
- Accruing 25 or more behaviour points 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 on a Friday 2.45 - 4.15pm ('SLT Detention')
- Removal from form time or lessons (the period to be determined in relation to the seriousness of the behaviour). During this time pupils will continue their learning and have time for reflection about their behaviour ('Internal Exclusion').
- Community service
- Loss of social time as an opportunity for quiet and reflection
- Suspension, including automatic suspension for any pupil accruing 25 or more Behaviour Points in a term.

Level 3 Behaviour and 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 pupil, 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
- 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 pupils
- 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 pupils
- 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
- Internal exclusion
- Suspension or permanent exclusion

Behaviour Policy - Banned Items

There is a broad range of items which, if brought into a school setting, or in the possession of a child or young person could compromise the health and safety of the individual pupil, other pupils, staff or visitors to the school.

These include two groups:

Items prohibited in schools by legislation

- 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 pupil)

New Mobile Phone Rules

Year 7: To support transition, Year 7 pupils are allowed to bring a mobile phone to school, but only if this has no internet capability. This means no smartphones, but instead a phone that is only capable of making calls and sending texts. These should be kept switched off and put away (for example in a locker or school bag) at all times while in school. If a Year 7 pupil is found to be in possession of a smart phone this will be confiscated and the policy for Year 8-11 will be followed.

Year 8-11: Mobile phones are a banned item for Years 8-11. Pupils in Years 8-11 are not allowed to bring any sort of mobile phone on to school premises and are therefore also not allowed a mobile phone on their journey to or from school. **If staff see any pupils in Years 8-11 using a mobile phone, even out of school before or after the school day, this will be confiscated for two weeks, but for repeat offenders the school reserves the right to retain the phone for 3 months. If a pupil refuses to hand over the phone as requested by a member of staff, this will lead to a Level 3 Sanction**

The only exception to this would be if pupils have been given express permission to bring mobile phones on a residential school trip.

Sixth Form: Mobiles are not a banned item for Sixth Formers. Sixth Form pupils are allowed mobile phones. They may use their phone at break or lunch but not in corridors or in class. If staff see sixth formers using their phones in corridors or in class this may lead to a Level 2 sanction, which would be escalated to Level 3 in the behaviour persisted.

General: If a pupil in Years 7-11, needs to call home during the school day, they can come to the school office at break or lunchtime or at the end of the school day and the call will be made.

Further banned items

In addition to the prohibited items identified on the left, there are a number of other items which could cause 'harm, distress or injury to pupils or persons, or adversely affect good order and discipline of the school community' (*DfE Behaviour and Discipline in Schools Jan 2016*)

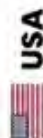
These items listed below can also be searched for without the consent of the pupil if necessary.

- Dangerous instruments or offensive or dangerous weapons including any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Lighters/matches
- Tools (screwdriver, hammer, nails etc.)
- Chains
- Catapults
- Rope and cable ties
- Pepper Sprays and Gas canisters
- Aerosols
- Flammable substances
- Solvents
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc.)
- Nail Varnish
- Tippex
- Chewing Gum
- Offensive material – pornographic images, 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 pupils' care plan and our drugs/medical policy)
- Drug paraphernalia
- Cigarettes/Nicotine vapes
- Vaping devices, including Juuls used for liquid drugs
- Drugs including over the counter medications
- Stink Bombs
- 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 (except when given permission)
- Non-school uniform clothing
- Mobile phones other than exemptions listed in s13 of the behaviour policy – shown here on the left.

This is a non-exhaustive list and the school reserves the right to search for items which reasonably could be considered to have the potential to cause harm to other pupils or damage property.

Negative impact of phones on students: the research

by @Inner_Drive | innerdrive.co.uk
Thanks to @c_hendrick, whose thread on some of the research inspired this graphic



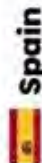
USA
Bjornsen & Archer
2015

Using phones a lot in class had a negative impact on student test scores, regardless of gender or previous academic achievement.



United Kingdom
Beland & Murphy
2015

Schools that banned mobile phones got an increase in GCSE results. This effect was most pronounced for underachieving students.



Spain
Beneito & Vicente-Chirivella
2020

Banning phones in schools was associated with an increase in Maths and Science grades, as well as reduced incidents of bullying.



South Africa
Porter et al
2015

55% of students who had used a mobile phone within the last 12 months had experienced cyber-bullying via their phone.



Australia
Winskel et al
2019

There was a negative relationship between how much students said they used their phones and the grades they achieved.



Brazil
Felisani & Godoi
2017

For every 100 minutes spent using a phone, a student's ranking in their class dropped significantly compared to their peers.



India
Bhatt et al
2017

Higher levels of mobile phone usage by college students was linked to reduced quality of sleep.



Norway
Guldvik & Kvinnslund
2018

Banning mobile phones in schools led to a reduction in bullying among the students.



Nigeria
Adeleke
2017

There was a correlation between increased time spent on phones and decreased academic achievement.



Malaysia
Ng et al
2017

The more time students spent using their phones, even for learning activities, the lower their grade point average was.



China
Liu et al
2020

Phone use of 2+ hours on a weekday and 5+ hours on a weekend led to worse grades in Maths and English.

WHATS HAPPENING IN DRAMA THIS YEAR?

Covid restrictions permitting!

WORKSHOPS

Workshops with artists and theatre companies such as The Lyric, The Bush and Papatango playwriting will be available for KS4 and KS5.

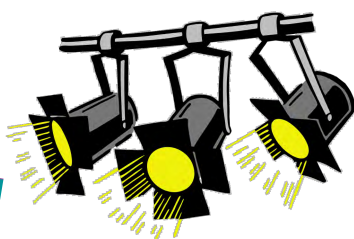


SCHOOL MUSICAL

- Auditions will take place in January for Years 7-12
- The musical will be in July for three nights
- Rehearsals are Wednesday afternoons
- What is the musical? It's a secret!

LAMDA

LAMDA lessons (London Academy of Music and Dramatic Art) will continue after school Mondays-Thursdays with our specialist teacher Ms Manning.



THEATRE VISITS

Each year group will have the opportunity to attend the theatre this year!

We will even have theatre companies come and perform at school!



KS3 AFTER SCHOOL CLUBS

- Year 7/8 Friday after school lead by the KS5 students
- Year 9 Thursday after school with Ms Marshall



DANCE WORKSHOPS

This year we will be starting dance classes and workshops. Keep at eye out for term dates and workshop opportunities in various styles of dance.

DETAILS

All sign up information and notices about workshops will be communicated during morning or afternoon registration notices or on SMHW or Google Classroom. Some activities incur a cost.

Any questions please speak to:

- Ms Brown (Head of Drama)
- Ms Marshall (Drama teacher)
- Ms Goatcher (Drama teacher)
- Ms Manning (LAMDA teacher)



KAIROS

return to Me
with all your heart



We also commenced our Retreat programme in school, with our newest community members learning more about belonging to the family of the Sacred Heart. Our Year 7s have also been busy creating some amazing pieces of artwork celebrating the life and story of the female saints after which our teaching groups have been named. It's been messy, but hugely rewarding!

With prayer and best wishes, **Mrs Lorenzato - School Chaplain**

We began our school year on the 1st September with a celebration of Mass for all staff, reminding us of our commitment to our community of faith, rooted in the love of God. We are calling this school year a Year of Mission with a theme of 'Return to me with all your heart', quoting the Book of Joel from the Old Testament.

A Mission in a Catholic school or parish, is an opportunity to re-energise our faith and devote more time to strengthening our relationship with God. You'll see this theme appear in many events and opportunities for prayer throughout the year.

At the end of our first week of school, our Head Girl Team launched our Sacred Heart Goal focus for the year, in our Vertical Assemblies.

They demonstrated how the Goal of Intellect would support each year group as they begin this year together.

Can you guess the qualities needed by looking at the symbols that they packed in their Sacred Heart Backpack?

Our Prayer and Worship Theme in September focussed on the work of CAFOD and the Harvest Fast Day which this year fell on **Friday 1st October**. We asked all students to consider fasting from a treat or snack on this day, and bringing in a cash donation to support the amazing work that CAFOD do. You can find out more about the work of CAFOD on their website: www.cafod.org.uk

As well as supporting our global neighbours, as part of the Emmaus Schools Partnership, Key Stage 3 families brought in donations for the Ealing Foodbank.



Step into the NHS



STEAM is the abbreviation for Science, Technology, Engineering, Art & Maths. It's an integrated approach to learning that encourages students to think more broadly about real-world problems.



HIGHLY COMMENDED

Valentina, Malia, Suzi and I entered the NHS Competition in 2020. We chose a child psychiatrist as our focus and had a lot of fun discovering what the job was about and what qualifications you would need. We also interviewed a NHS worker called Helen, to find out more about what it was like to work in the NHS and what a normal day would be like there, especially during COVID 19.

In addition, we made a wix website and had a lot of fun personalising it and making sure everything was in the right place. We found out a lot and enjoyed making our entry for the competition.

We would also like to thank Mrs Roy for helping us to submit our entry into the competition and for the opportunity to involve us in the competition. Overall, the competition was extremely interesting and enjoyable and I would recommend entering this competition again next year.

By Bianca Maria 9A



HIGHLY COMMENDED

What is our app about?

Our app is a game about what it would be like to spend a day as a Children's Nurse in the NHS, and it also has lots of additional information about the role, including qualifications you will need to be a Children's Nurse and key quality traits that are ideal for the job.

In our game, you will be put to the test through a series of challenges that children's nurses experience everyday. When you arrive at the hospital, you must take care of your first patient, Sophie, who is an infant requiring your care.

Next, you must administer vaccines to other patients, but be careful not to get them mixed up! Finally at the end of the day, you must attend to Courtney, a teenager who has been involved in an accident, and use the information provided to carefully prepare her for her blood transfusion.

Will you be able to make it through the day?

Why did we create it?

We created our app as part of a wider project we entered, called Step into the NHS. The goal of this project was to spread awareness about the job to a young audience in a way they find accessible and fun to use.

We also wanted to do this, as hopefully our interactive game will not only be fun and knowledgeable for the user, but encourage and inspire them towards considering working for their community and the NHS in the future.

We chose to represent a children's nurse, but this was just one example of many jobs that are in the NHS.

By Amelie 10A and Joanne 10E



English Literature

Extract from an English Literature essay by Elizabeth W (13H) which is going to be published by *The English and Media Centre*.

The English and Media Centre is an independent educational charity with a national and international reputation as a Centre of Excellence. It is a development centre, serving the needs of secondary and FE teachers and students of English and Media Studies in the UK and beyond.

A Doll's House Subverting Theatrical Conventions, Subverting Society's Rules

Henrik Ibsen's 1879 play, *A Doll's House* transgressed many of the norms of Victorian society regarding gender, marriage, morality and individualism. The play subverts the expectations of its audience in numerous ways, transforming the somewhat hollow tropes of the Victorian melodrama genre into a different kind of drama, with layered and complex characters, providing philosophical insights outside of mainstream thought, and ultimately constructing an altogether revolutionary case for women's liberation from some of the rigid Victorian beliefs that limited their individualism and self-actualisation.

Ibsen, a pioneer of the realist movement, which aimed to bring greater fidelity of life to texts and performances, constructs a believable, ordinary middle-class home as the site of the unfolding action. He describes the house in detail, the staging reflects the Torvald's middle class tastes and aspirations, 'a comfortably and tastefully, but not expensively, furnished room.'

Whereas popular plays of the time, such as those of Edward Fitzball, were easily identifiable by their melodramatic style, showcasing two-dimensional, stock characters in fanciful, exaggerated scenarios, Ibsen promoted a more grounded tone and narrative focus. In many ways, *A Doll's House* subverts the expectations of this popular genre - by the end of the play there are neither discernibly good, nor discernibly bad characters, rather layered individuals who grow and change throughout the play in ways that trope characters of the melodrama genre would not.





Pathway to Medicine



Last year Imperial College London offered an opportunity to grasp a better understanding of what it is like to be a doctor and how it is to take Medicine as a course in university. Kizzy B (13R) and I, Jericka C V (13R) took the chance to develop our ambitions further in hopes of pursuing our paths to becoming future doctors.

Upon joining their programme, we were given a plethora of events to learn something new about Medicine. Such events include a large variety of talks with doctors and nurses, each from a different field in Medicine (from Radiology, to Paediatrics and General Surgeons), telling us about their experiences at work. In addition, they supported us with mentors who helped us with research to extend our knowledge and assisted us in the application process by giving tips.

A summer school, lasting five days, was also made available to us, allowing us to get a taste of one of Imperial College London's teaching styles (Case-Based Learning). We completed a project with our group and were given Personal Statement writing tips. Practice for the entry exams, BMAT and UCAT were included.

Sutton Trust's Imperial Pathways to Medicine has definitely been a great help in giving us an insight into what is to come and we give great thanks to Mrs Roy in showing us this opportunity. We highly recommend this to any budding medics who would love to explore their passions further and discover the world of Medicine.

Jericka (13R)

Year 9 Engineering Summer School



The Imperial College Engineering Course was a great opportunity for me. I really liked the projects and got to learn and advance numerous design skills both inside and outside the different careers in engineering. I got to interact with many different students from different backgrounds even though it was online and I also got introduced into the aspect of individual research which gave me an insight into what I wanted to do later.

There were a variety of webinars offered to listen to, depending on the type of engineering you were interested in. There was a range of career insights they showed and the teachers presenting this had studied those paths and students had to opportunity to ask direct questions.

Career paths included: Aeronautical Engineering, Bioengineering, Chemical Engineering, Design Engineering and Earth Science Engineering. There were many projects and workshops based on different engineering topics including interactive activities such as drawing, designing and presenting our information to our mentor groups.

Lastly, our mentor teachers were students at Imperial College themselves and gave us an insight to what they were studying and the grades and examinations needed to pursue this path. I would really recommend this course as it is an introduction and gives you an idea of what you would like to pursue in life. I would like to thank Mrs Roy for her encouragement throughout the application process.

Gina, Year 9



Skills Builder Bronze Award 2021 - 24



Careers Education

We are pleased to announce that Sacred Heart High School have been awarded the **bronze** award by the Skills Builder programme.

"This is a significant achievement and puts you in a select group of schools and colleges who have demonstrated their effectiveness in building the essential skills of their students."

The Skills Builder programme is designed to develop students' skills in eight key employment skills- including teamwork, presentation, listening, problem solving and staying positive. There are three awards bronze, silver and gold.

The Bronze Award is given for those making a commitment to high-quality essential skills education.

At Sacred Heart, Skills Builder and High Performance Learning underpin all of our learning within our Careers Education Programme.

As a school we are proud of the work that the students have achieved within their career related activities. We are delighted that this hard work has been recognised with the bronze award.

We are confident that this will help our students develop their skills for life and will dramatically improve their chances of succeeding within the work place.

Mrs Serradilla

Career Leader at Sacred Heart High School



A Final Word

Dear Parents/Carers.

As this year draws to a close, we draw strength from the powerful messages of Advent; the hope filled promise of the coming of our Saviour Jesus Christ who offers us love, joy and peace. These messages remain consistent in our unpredictable and turbulent world. We give thanks at this time especially for our Sacred Heart community; members of the Society of the Sacred Heart, governors, pupils, staff and parents.

We remember and pray for those who are sick, dispossessed or marginalised; may we be the voices of compassion and justice for those in need. We wish you a joyous and holy Christmas and a happy New Year.

With best wishes and prayers,

Marian Doyle

Mrs M Doyle

Sarah O'Donovan

Mrs S O'Donovan

**Merry
Christmas**

Lent Term Calendar overleaf

SCHOOL CALENDAR

Lent Term 2021



January

- Tues 4 First day of Lent Term
- Tues 4 Years 7-9 Covid Testing in school
- Wed 5 Years 10-12 Covid Testing in school
- Thurs 6 Solemnity of the Epiphany of the Lord
- Thurs 13 Y10 Parent-Teacher Meeting
- Thurs 27 Y11 Parent-Teacher Meeting

February

- Wed 9 PSHE Collapsed Curriculum Day
- Mon 14 - Fri 18 Feb HALF TERM HOLIDAY**
- Mon 21 STAFF TRAINING DAY (INSET)**
- Tues 22 School exams begin for Y11-13



March

- Wed 2 Mar Ash Wednesday
- Thurs 3 Mar Y8 Parent-Teacher Meeting
- Thurs 24 Mar Y9 Options Evening
- Thurs 31 Mar International Evening

April

- Fri 8 April Last day of Lent Term
- Mon 25 April All pupils return to school

