



St. Matthew's
Roman Catholic High School
VOLUNTARY ACADEMY

Family Handbook



We **Pray**
We **Care**
We **Achieve**



WELCOME TO

St Matthew's RC High School



St. Matthew's
Roman Catholic High School

As the Headteacher, it is my great privilege to be leading a school where the holistic development of our pupils is of primary importance.

Our commitment to the pursuit of academic excellence and our rich personal development curriculum is underpinned by our Catholic identity, brought to life through our values of praying, caring and achieving.

St Matthew's is a vibrant faith and learning community that's enriched by our cultural diversity and unique young people.

Our curriculum is broad and well-balanced, designed and delivered by expert teachers to support all pupils to reach and exceed their academic potential. This is in conjunction with a bespoke Personal Social, Health and Economic Education (PHSE) programme and a wide-ranging extracurricular offer.

It is our intention that this, supported by our ethos and values, will allow each pupil to complete a five year journey with us and take their place in society, where their gifts and talents will be of benefit to all.

We insist on the highest standards of behaviour for learning and have clear policies in place to ensure these are maintained. It is my absolute belief that this consistency of approach will enable our community to flourish and enables our pupils to live out our mission statement. If you have any questions, please do get in touch with us.

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**Mr A Nightingale
Headteacher**



MISSION

Statement

Our Mission Statement underpins all our work, it supports our faith journey, our personal development and our pathway to Catholic Excellence.

We pray: as a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.

We care: for everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.

We achieve: the best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra-curricular activities.

We Pray

We Care

We Achieve





St. Matthew's
Roman Catholic High School



UNIFORM

Expectations

Uniform will be checked at the entrance to school each day. Ties must be worn at all times and the top buttons of shirts are to be closed. Shirts should be tucked in and not pulled out over pants. Blazers must also be worn at all times.

School Uniform	
Bottle green blazer with school badge	
Bottle green, V-neck jumper with school badge (optional)	
White shirt - Top button fastened, neatly tucked into skirt/trousers	
School tie - All years: Plain green tie	
Boys	Girls
Black trousers	All year groups: Green, tartan skirt Black, tailored trousers
Plain, dark socks	Black ankle socks, black tights for colder weather Knee socks are not permitted
Black Shoes - Sensible black leather shoes. Shoes should be entirely black with no patterns, stripes or embellishments. Pumps and trainers are only permitted during PE lessons.	
School bag with basic equipment	
Boys PE Kit	Girls PE Kit
Green sports top	Green polo shirt
Black shorts with school badge (Skins permitted underneath)	Black shorts with school badge or plain black leggings
Plain black ankle socks • Long green socks for football	Plain black ankle socks
Unisex tracksuit top	



SCHOOL UNIFORM



Students will be expected to go home to change if they come to school in any items that are not listed above. We will contact parents after arrival to school.

PE KIT



- **Make-up** - Excessive make-up is not permitted. Any student wearing false eyelashes, eyeliner, eye shadow or lipstick will be asked to remove it.
- **Nail varnish** is not permitted students wearing nail varnish will be given remover to remove it. Acrylic nails are not permitted.
- **Jewellery** - Students can wear one gold or silver stud in each ear and a watch. All other items of jewellery will be confiscated and students will be asked to collect them at the end of the school day.
- **Facial piercings** of any description are not permitted.
- **Skirts** need to be of an **appropriate length**.
- **Jeans, leggings, tracksuit bottoms or cords** are not permitted.
- **Outdoor coats** must not be worn in the building.
- **Headwear** is not allowed unless for a valid religious reason.



Mobile Phones

Mobile phones must not be seen or heard in school at any time.

Mobiles are to be switched off, kept out of view and be stored safely in an inside pocket or a bag – not in the blazer front pocket.

We work on the principle of "On site, out of sight".

Please note: The school takes no responsibility for lost or stolen electronic equipment when in the students' care.

SCHOOL Day

School starts at 8:30am each day therefore students need to be in the building for 8:25am.



All Year Groups

Form time or assembly	8:30am to 9:00am
Period 1	9am to 10am
Period 2	10am to 11am
Break	11am to 11:20am
Period 3	11:20am to 12:20pm
Period 4	12:20pm to 1:20pm
Lunch	1:20pm to 2:00pm
Period 5	2pm to 3pm
Period 6 (Optional or directed)	Intervention sessions and Year group detentions for up to 90 minutes

Intervention sessions will be advertised by departments and Heads of Year.



FORM Time



During form time we will host the following sessions to develop literacy, numeracy and wider personal development.

Year Group	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Targeted reading and word of the week	Numeracy	Reading and literacy	Form tutor housekeeping, mentoring and Newsround	Assembly
Year 8	Targeted reading and word of the week	Numeracy	Reading and literacy	Assembly	Form tutor housekeeping, mentoring and Newsround
Year 9	Targeted reading and word of the week	Numeracy	Assembly	Reading and literacy	Form tutor housekeeping, mentoring and Newsround
Year 10	Targeted reading and word of the week	Assembly	Numeracy	Reading and literacy	Form tutor housekeeping, mentoring and Newsround
Year 11	Assembly	Targeted reading and word of the week	Numeracy	Reading and literacy	Form tutor housekeeping, mentoring and Newsround



RSE AND PSHE



St. Matthew's
Roman Catholic High School

At St. Matthew's, we want to create opportunities to deepen our pupils understanding of life in the local community and the wider world, outside of the classroom.

We aim to develop our pupils understanding of democracy, good health, and finance, enabling them to value the rule of law and British Values through our broad curriculum in PSHE. We aim to ensure that pupils have the knowledge to make decisions, make the right choices on their journey through adulthood, and understand the impact the wrong decision can have on the people and World around them. We study a range of topics to ensure our learners appreciate a variety of cultures, opinions and ideas. We aim to achieve excellence by ensuring our learners participate in discussions and practical activities to enable them to develop as learner and citizens. They are challenged through the topics we study and encouraged to use their integrity throughout the lessons and the work we produce.

At the end of his/her PSHE education at St Matthew's, we hope to inspire each student to:

- **Become confident in their understanding of the following three topics; Living in the wider world, Relationships and Healthy Living.**
- **Become active members of both their school and local community**
- **Have aspirations and belief in themselves as learners and as citizens**

- **Express their ideas clearly and creatively through the use of regular discussions**
- **Write successfully for a range of purposes**
- **Approach texts and information critically and perceptively**
- **Go on to approach different situations in a well-informed way**
- **Use the knowledge they gain in the lessons effectively to be the best version of themselves**

Assessment:

Students are assessed by their teacher every half term. This is completed through a mixture of discussion work, practical activities and written activities.

Relationships and Sex Education at St. Matthew's RC High School:

This Policy and Curriculum have been updated to comply with statutory guidance from the Department for Education (DfE), "2019 Guidance. Relationships education, relationships and sex education (RSE) and health education", which is compulsory from September 2020. We weave topics through the curriculum and have bespoke lessons in RE and PSHE for themes that may not appear within our advertised curriculum:

To know and understand:

- **The church's teaching on relationships and the nature and meaning of sexual love;**
- **The church's teaching on marriage and the importance of marriage and family life;**
- **The centrality and importance of virtue in guiding human living and loving;**
- **The physical and psychological changes that accompany puberty;**
- **The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;**
- **How to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;**
- **How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.**

CURRICULUM Model

At St. Matthew's RC High School we have a two-week timetable and so you may hear your child talking about A and B week. This will make sense if you look at their timetable.

At various points during the year we will collapse the curriculum to host 'Super Learning Days' where a subject or topic will be the sole focus of the day.

PSHE and RSE are a very important contributor to how we help develop a student's personal and wider social development skills. PSHE is 1 hour per week and takes over the timetabled curriculum subject. This starts on Monday 12th September, period 1.

Please note that the numbers next to each subject denote the amount of hours a child receives per week in that subject.

Year 7		Year 8		Year 9		Year 10		Year 11	
Maths	4	Maths	4	Maths	4	Maths	4	Maths	4
English	4	English	4	English	4	English	4	English	4
Science	3	Science	3	Science	4	Science	5	Science	5
RE	2	RE	2	RE	3	RE	3	RE	3
Geog	1	Geog	1	Geog	1				
History	2	History	2	History	1				
MFL	2	MFL	2	MFL	2				
PE	2	PE	2	PE	1	PE	1	PE	1
Computing	1	Computing	1	Computing	1	Option A	3	Option A	3
Drama	1	Drama	1	Drama	1	Option B	3	Option B	3
Music	1	Music	1	Music	1	Option C	2	Option C	2
Art	1	Art	1	Art	1				
Technology	1	Technology	1	Technology	1				
Total hours	25	Total hours	25	Total hours	25	Total hours	25	Total hours	25



EXTRA CURRICULAR

At St Matthew's



St. Matthew's
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Our curriculum is enriched through a variety of experiences which develop the students' appreciation of the world beyond school.

They will be encouraged to find, nurture and celebrate their talents through extracurricular activities that will develop sporting, musical, creative and technological talents, alongside academic achievements. In aiming to become the best version of themselves, they will be living out the words of Pope Francis, who encourages all young people to 'make the world a better place... Be men and women with others and for others, true champions in the service of others'.

As St Matthew's, we offer a wide and varied range of extracurricular opportunities to all of our learners. These take place before and after school, and during lunchtimes. We actively encourage all pupils to sign up to at least one extracurricular activity each half term, and reward pupils that do.

We believe that there are many benefits this brings our pupils inclusive of learning and developing new skills, meeting new people and teachers, and of course having fun and enjoying a range of healthy hobbies and interest. For our older pupils in particular, we understand that they will be writing personal statements and completing application forms for further study or employment opportunities, and being able to reference taking part in extracurricular opportunities.



ATTENDANCE

At St Matthew's

Attending school is not only a legal requirement it also has a direct impact on the outcomes of young people. The reality is that the chances of a student gaining five or more grades 5 or above drop drastically if their attendance level falls below 95%.

Promoting Regular Attendance:

Helping to create a pattern of regular attendance is everybody's responsibility: The school, parents, carers and students. To help us all in this, as a school we will:

- Report to you at least three times a year on where your child's attendance is at and how this is impacting on their progress.
- Celebrate 100% and improving attendance through assemblies and rewards.

We know that on rare occasions you may need to take time off school.

Any activity, holiday or event should be arranged during the 13 weeks of school closure. Leave of absence will have a detrimental impact on your child's educational achievement. We cannot accept any leave of absence requests for holidays. Any request must be sent to: contact@smrchs.com and the Headteacher's PA will respond. Any questions about attendance should be directed to attendance@smrchs.com

If leave of absence is taken during term-time parent/carers will receive a Penalty Notice from the Local Authority for taking a child out of school without the school's permission. From 1st September 2013 Penalty Notices cost £60 per child, per parent if paid within 21 days increasing to £120 per child, per parent if paid between 22 and 28 days.

Examples of Absences

Authorised

- Hospital or orthodontist appointment (evidence required).
- College/Connexions/Employment Interview (evidence required).
- Funeral (1 day only).
- Reported illness of up to 4 days (unless medical evidence has been requested).
- Illness of 5 or more days WITH medical evidence or Home Visit.
- Emergency doctor or dental appointments (evidence required) Routine appointments should be made outside of school hours.

Unauthorised

- Leave of Absence NOT approved by school.
- Absence NOT reported on the day or supported by written explanation upon return to school.
- Absence of 5 or more days WITHOUT medical evidence.
- Routine doctor/dental appointments.
- Arriving late after registers have closed.
- Truancy (both internal & external).



ATTENDANCE AND

Absence Procedures



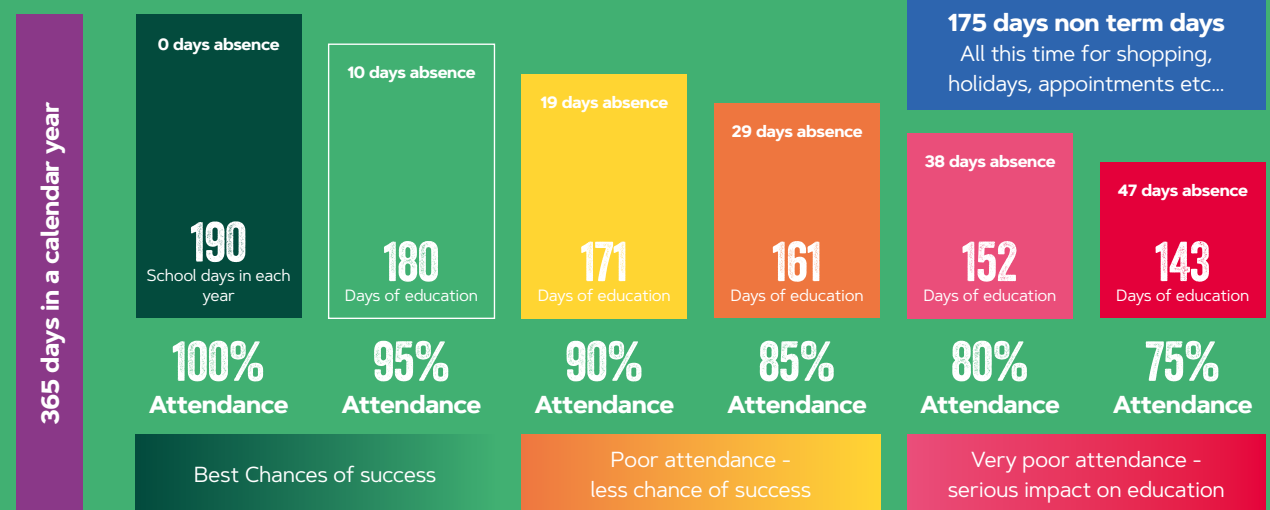
If your child is absent you must:

- Contact school, in particular the Attendance Team, on the first day of absence.
- Contact the Attendance Team at school on any further days of absence.
- On your child's return to school, provide a letter explaining the absence or a medical note. This must be provided even if you have telephoned the school.

If your child is absent, the school will:

- Telephone or text you on the first day of absence if you haven't contacted school.
- Visit you at home on, or before the third day of absence.
- If your child has been off previously, the home visit may be on the first day of absence if you haven't contacted school.
- Invite you in for a meeting to discuss absences if absences are becoming a regular occurrence.
- Refer you to the Local Authority for prosecution if your child's attendance shows no

Good attendance means being in school at least 95% of the time or 180 to 190 days



PUNCTUALITY

At St Matthew's

Being late for school or for lessons can contribute to missed sessions and impact on a students educational achievements. Punctuality to school is a key focus area at St. Matthew's and so we want all parents to support us as we improve standards.



Punctuality to school

- School starts at 8:30am so students need to be through their entry gate by 8:25am
- Form time is an important time for staff to deliver mentoring, key messages and information to all students. We also host literacy and numeracy sessions designed to improve life chances
- Students who arrive after 8:30am are late and will receive a same day C3 detention
- Our registers close at 9:00am and so any late after this time is recorded as a half-day absence and will count against your child's attendance

Punctuality to lessons

There are bells at St. Matthew's that indicate the start and end of form time and the start and end of break/lunch. Students are expected to be in lessons within 3 minutes of a bell.

Being more than 5 minutes late for lesson will lead to a C3 same day detention. This is also recorded as a safeguarding issue and our team will start to contact home.

Students arriving to lesson after 10 minutes will be taken to isolation to complete a full day in the isolation room.

After 30 minutes we will contact the police when necessary.

10 minutes a day late? Surely that wont affect my child?			
He / She is only missing just...	That equals...	Which is...	And over 13 years of schooling that's...
10 mins per day	50 mins per week	Nearly 1 1/2 weeks per year	Nearly 1/2 year
20 mins per day	1hr 40 mins per week	Over 2 1/2 weeks per year	Nearly 1 year
30 mins per day	Half a day per week	4 weeks per year	Nearly 1 1/2 years
1 hour per day	1 day per week	8 weeks per year	Nearly 2 1/2 years



ATTAINMENT AND Progress



Reporting to parents - Frequency of data collection

We now collect formal assessment data for each year group twice per year. We also collect 'Effort and Engagement' data at other points in the calendar to allow parents, students and staff to know how hard students are working.

How often we report to parents/carers

Parents/carers will receive two written reports during the course of the school year. Each report will include information from each subject area about attainment in each subject; effort and engagement with both classwork and homework, as well as the student's response to the St Matthew's Respect agenda.

Use of Edulink

To enable reporting to be as fast and efficient as possible, and also to reduce environmental costs, our reports are now sent electronically via the Edulink app. Parents/carers need to have this app on their device in order to view the report. For any help with this please contact your child's form tutor in the first instance.

Reporting of effort, engagement and behaviour

Our aim with all reporting is to make the information easy for parents to understand using a simple to follow method. Staff are asked to answer the following questions with a number 1-4:

- Does the pupil make 100% effort in lessons?
- Does the pupil make 100% effort with homework?
- Does the pupil follow the St Matthew's respect agenda?

The possible answers to this are:

- 1 - Always
- 2 - Usually
- 3 - Sometimes
- 4 - Rarely or never

How we report academic achievement

Attainment is reported home for Years 7-10 using easy to understand descriptors of how much progress through the planned learning a student has made. These descriptors are based on student performance in robust assessments which take place twice per year, although other assessment data is also taken into consideration such as classwork and homework. As students reach the end of Year 10. As students reach the end of Year 10 and enter Year 11, GCSE grades or equivalent (e.g. BTEC grades) are used to provide further information about what level of work the student is currently producing and also which grade they are likely to achieve at the end of the course.



TEACHING AND LEARNING / Non-Negotiables

At St Matthew's, teaching, learning and achievement is at the centre of all that we do.

We strive to ensure that each pupil receives the highest standard of education, so that they are well prepared to encounter all opportunities with enthusiasm, resilience and determination. We aim to give them access to a high-quality curriculum, so that they can build on their literacy and numeracy skills, which includes a broad range of extra-curricular activities. We believe each pupil should be the best version of themselves, and we will work in partnership with your child and your family to make this happen.

On a daily basis, your child will follow well known routines: our St Matthew's Non-Negotiables. This will include our St Matthew's **SHARP** start to every lesson and our **SLANT** expectations in every lesson.



Silence on entry

Have equipment out on the desk

A Learning objective and date written down

Retrieval Practice completed and marked with green pen

Pray together

We expect your child to be prepared for every lesson, by bringing the correct equipment with them to school each day. The basics are listed below but your child may be required to bring in specialist equipment for certain subjects.

- School bag
- Pen (black/blue) x 2
- Pencil
- Ruler
- Rubber
- Calculator
- Pencil Case
- Reading book
- The required exercise books for the day

At key points in the year, your child will complete assessments, which they will be prepared for in advance, and from which they will receive quality feedback from their teacher explaining how they can continue to improve. In summary, we aim to give your child the knowledge, skills, attitudes and habits that will enable them to live a happy and fulfilled life, and the confidence to always strive to be the best version of themselves.





RETRIEVAL, READING And Repetition

The work that pupils are expected to complete outside of their timetabled lessons is known as RRR. Retrieval, Repetition and Reading activities are set by all subject areas throughout each half term.

Retrieval

This is when pupils are set tasks that require them to recall knowledge previously learnt.

Repetition

This is when pupils practice specific tasks and activities, requiring them to apply their knowledge and understanding. This supports the process of embedding knowledge and understanding to their long-term memory.

Reading

These tasks promote the importance of reading across all subject areas. It exposes pupils to subject specific vocabulary in a variety of contexts.

All RRR work is set through Edulink, our communication platform. Pupils are expected to complete this work at home, or when attending our RRR enrichment opportunities taking place before school at lunchtimes and afterschool. Please see the enrichment timetable for this.

All year groups have their own RRR timetable, which will communicate when homework is set and by which subject. We will reward pupils for their RRR completion and achievements.

Where RRR work is not completed, or not of a quality expected, we will require pupils to catch up or repeat work where needed. Below is an example of the Year 7 Autumn Term RRR timetable. Individual year group RRR timetables will be sent out to all pupils and parents at the start of each term.

Autumn Term RRR Timetable

Day	Reading Book	Subject	Learning Platform / Format	Frequency
Monday	20/30 Minutes	Science (Week A) RE (Week B)	Kerboodle / Kahoot	Fortnightly
Tuesday	20/30 Minutes	MFL	Language Gym	Fortnightly
Wednesday	20/30 Minutes	English	Bedrock	Weekly
Thursday	20/30 Minutes	History (Week A) Geography (Week B)	Sececa / Kahoot	Fortnightly
Friday	20/30 Minutes	Maths	Sparx	Weekly





Half Term 1	Subject
Week 1	Computing
Week 2	Art
Week 3	Music
Week 4	Games
Week 5	Technology
Week 6	Drama
Week 7	Computing

Half Term 1	Subject
Week 1	Art
Week 2	Music
Week 3	Games
Week 4	Technology
Week 5	Drama
Week 6	Computing
Week 7	Art
Week 7	Music



LITERACY, NUMERACY And Intervention

Reading Mentoring Scheme

Involves paired reading following the accelerated reader programme, which runs alongside the English department. The scheme has taken place during registration. Pupils' reading is tested at least termly to monitor progress.

Spelling

Support using a combination of phonic intervention programmes. TAs are trained in delivering these programmes.

SEMH support

Is available to pupils on a one to one/group basis, identified by Pastoral Staff or via self-referral. The programme is to support those children unable to access social inclusion in its widest sense. The sessions delivered by a Learning Mentor may be individual or small group based.

Speech and Language support

Is available for pupils identified by Subject Teachers. This programme is delivered by Elklan (Elklan training was established in 1999 by two speech and language therapists Liz Elks & Henrietta McLachlan) trained TAs, individual or small group based. This programme is to support the communication skills of pupils with Speech, Language and communication needs.

Social Skills

Support is available for pupils identified by subject teachers and transition mentor. This support is delivered by TAs in group work sessions to support the social development of pupils.

Core Intervention support from Maths and English teachers is available during registration for pupils requiring additional support in literacy and numeracy.

Each week in form we have the opportunity to look at **Word Of The Week** so that we can break it down to assess the skills used to decode language. We read from our **literary canon** in form time and take regular tests using our **targeted reader programme** or the **Arrow Intervention platform**.

Numeracy Intervention

Is available for pupils struggling with basic numeracy skills. The programme follows the Numicon intervention Scheme.

A full session of form time is used for numeracy skills each week. The aim is to expose students to the skills they may need in everyday life that require quick mathematics. This will include choosing the right contract for a variety of items (mobile phone/broadband etc) and choosing the best rate of a loan.

We believe that literacy and numeracy skills are the key to improved life chances and so we encourage students to develop these in as many ways as possible.



THE Beehive

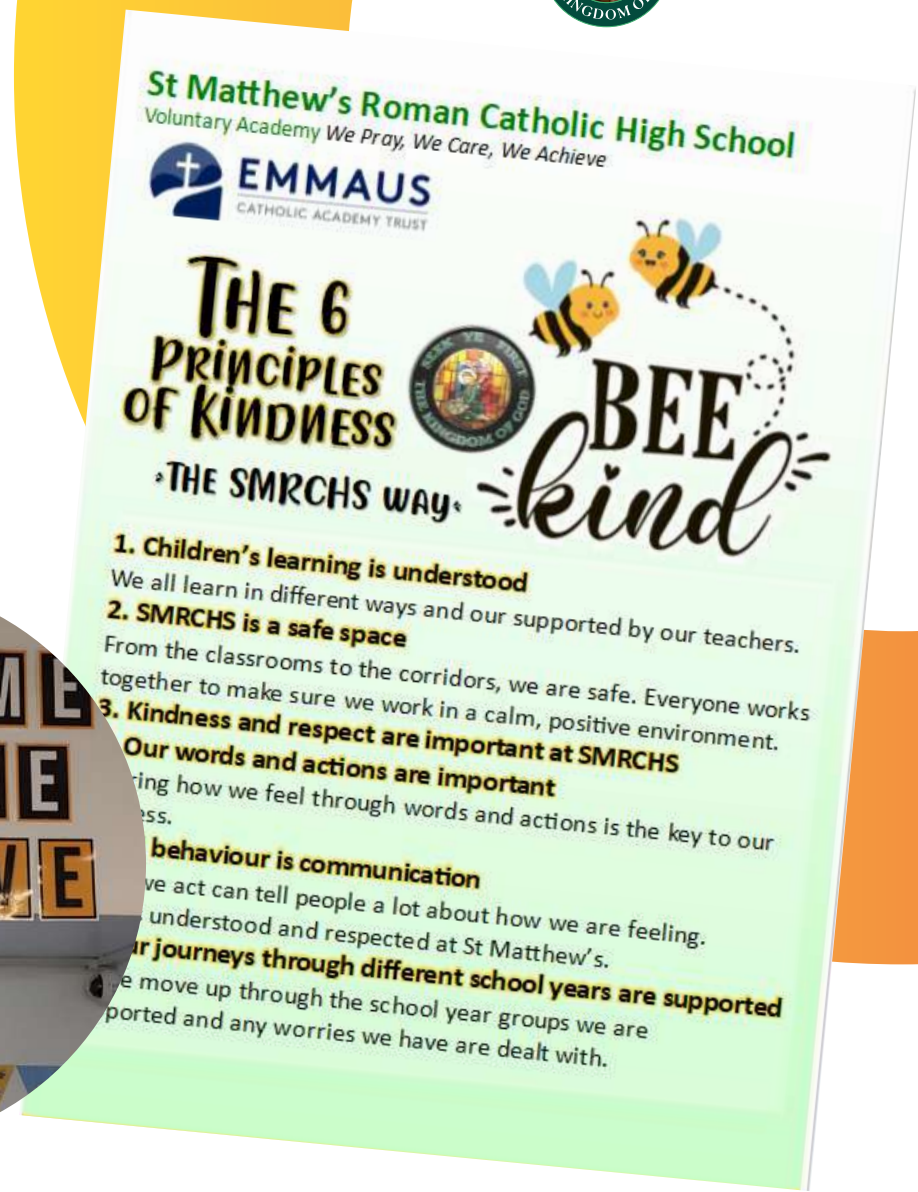
Following Nurture Principles UK, we work closely with our primary colleagues to identify pupils who require further intervention to improve their numeracy, literacy and social skills, before they can successfully integrate into all of their mainstream lessons.

Up to 14 pupils receive intensive support in a small, nurturing environment which is available to pupils from Y7-Y11.

The Beehive is also a form base for vulnerable pupils, offering a safe space at break and lunchtime. Key stage 3 groups have their own specialist teacher and a team of LSA's (Learning Support Assistants). Key stage 4 pupils, attend their curriculum lessons in the mainstream environment. They access additional 'wrap around' support from 'Beehive Home' where they are able to use the sensory room.



St. Matthew's
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EDULINK

Communication between school and home is key to positive and successful outcomes for our young people.



At St Matthew's, we use a mobile phone application (app) called EduLink, to support communication. We also use a web based app called Kanexions for everything else.

The EduLink app allows you to receive communications regularly from school. This communication is in the form of shorter messages through the app and longer messages with attachments through email.

EduLink can be accessed on any internet capable device. The EduLink app is available to download for free on Apple or Android devices, just search for "EduLink One" through Google Play or the App Store. Through a web browser you should go to www.edulinkone.com

If you have any questions about our communication platforms, or need support logging in, please contact your child's form tutor in the first instance.

Features of the app/web app will allow you to:

App	Feature
Kanexions	View information about student attendance
EduLink	Receive school reports and assessment data
Kanexions	See when your child receives achievement points and what they are for
Kanexions	View your child's timetable
Kanexions	See which RRR tasks they have been set, and if this was received by their teacher
EduLink	Check your child's canteen balance and see that they are making healthy choices
EduLink	Receive school letters
EduLink	Book parents evening appoints
EduLink	Give consent for your child to take part in afterschool activities or trips and visits
Kanexions	View any behaviour / detentions given, and the reasons for these

edulinkone

kanexion



MENTAL Health



St. Matthew's
Roman Catholic High School

Caring for the Social, Emotional and Mental Wellbeing of all students is a priority for everyone at St. Matthew's RC High School. We have a number of support mechanisms available for young people who do not want to make contact with their form tutor or year tutor.



Self-referral

Every Head of Year has a self-referral box outside their office. Simply put your name on a piece of paper and post it in the box. This will be picked up by a member of our SEMH team so be sure to write your full name and year group.

SEMH support sessions

We have a team of trained SEMH specialists who deliver individual and group sessions throughout the week.

M-thrive

We have our own CAMHS professional who visit to see students who have been identified as needing mental health support.

School Nurse

We may offer a school nurse referral if we feel a child needs support with managing their everyday health and wellbeing.

PSHE/assemblies

Mental health and well being is a key part of our PSHE curriculum.

School planner/Diary

We encourage all students to write down lists of things that need to be completed and RRR tasks so that they can prioritise these each day. Journaling and keeping track is a proven way of supporting anxiety and mental health.

Prayer

We pray at the start of each lesson and at the start of each day. Prayer and meditation are great ways to clear our mind and to aid wellbeing.



We encourage all students to live a healthy and balanced lifestyle. This includes what they consume, how they exercise, personal hygiene, reflection and caring for the environment and others.



SAFEGUARDING

At St Matthew's



St. Matthew's
Roman Catholic High School

We are committed to a strong culture of safeguarding, ensuring that all staff embrace the concept of "it could happen here." We expect everyone who works in and visits our school to share our commitment to vigilance and safety at all times.

We encourage staff, students and visitors to report anything that concerns them, and we will always act in the best interest of the child. Our students are taught how to stay safe, including when online, and to recognise when they may be at risk. We ensure our students know how to get help when they need it.

Our policies can be found on this site and all visitors receive essential safeguarding and health and safety information when they enter our school. If you have safeguarding concerns or need to contact us out of school hours, please email confide@smrchs.com

If your child feels they are being bullied; either in school or online, they must report this to their form tutor or year tutor as soon as possible. An appropriate route forward will be identified and parents will be kept Up-to-date with actions and response.

Where this does not happen you can escalate your concerns to the senior leadership team:

Mrs A Lennon
Designated Safeguarding Lead
and Assistant Headteacher
a.lennon@smrchs.com

Mr A Passarello
Pastoral Deputy Headteacher
a.passarello@smrchs.com

If you are worried that your safety or the safety of any other student is at risk please talk this through with any adult of your choice at St. Matthew's.

St. Matthew's is committed to the safeguarding and promoting the welfare of young people.

THE SAFEGUARDING TEAM



Mrs Lennon
Designated Safeguarding Lead



Miss Ross
Deputy Designated
Safeguarding Lead



Mr Latham
Deputy Designated
Safeguarding Lead



Mr Nightingale
Headteacher



Mrs Walsh
Assistant Headteacher



Mr Passarello
Deputy Headteacher

Health Advice - Chat Health
www.chathealth.nhs.uk

Childline 0800 1111
www.childline.org.uk

Internet safety - Think You Know
www.thinkyouknow.co.uk

Domestic Violence - National helpline
www.thehideout.org.uk

Prevent Bullying - Kidscape
www.kidscape.org.uk

Mental Wellbeing - Kooth
www.kooth.com

REWARDS

At St Matthew's

Caring for the Social, Emotional and Mental Wellbeing of all students is a priority for everyone at St. Matthew's RC High School. We have a number of support mechanisms available for young people who do not want to make contact with their form tutor or year tutor.

The Rewards Shop is open every week and students will have access to it when they hit rewards milestones as listed below.

The end of year reward day activity is for all eligible students who have at least 250 NET reward points over the year. They must also have zero exclusions and zero days in isolation. The Head of Year has final say on attendance to this reward.

Term	Bronze	Silver	Gold
Autumn Term	<ul style="list-style-type: none"> 75 NET achievement points Above 98.5% attendance No more than 15 minutes of late time this term Full uniform 	<ul style="list-style-type: none"> 125 NET achievement points Above 99% attendance No more than 10 minutes of late time this term. Full uniform 	<ul style="list-style-type: none"> 150 NET achievement points Perfect attendance No late minutes this term. Full uniform
Spring Term	<ul style="list-style-type: none"> 150 NET achievement points Above 98% attendance No more than 15 minutes of late time this term Full uniform 	<ul style="list-style-type: none"> 225 NET achievement points Above 98.5% attendance No more than 10 minutes of late time this term. Full uniform 	<ul style="list-style-type: none"> 275 NET achievement points Above 99% attendance No late minutes this term. Full uniform
Summer Term	<ul style="list-style-type: none"> 225 NET achievement points Above 97% attendance No more than 15 minutes of late time this term Full uniform 	<ul style="list-style-type: none"> 300 NET achievement points Above 98% attendance No more than 10 minutes of late time this term. Full uniform 	<ul style="list-style-type: none"> 350 NET achievement points Above 98.5% attendance No late minutes this term. Full uniform

At key points during the year, every student will have the opportunity to be entered into our prize draws. The more rewards you have, the higher attendance and punctuality is for a student will lead to additional entries. Prizes include IPAD's, consoles, vouchers and other key items. The entry works as follows and is picked at random.

Perfect uniform/Perfect attendance/Perfect punctuality/
High number of rewards = 10 entries.

The scale then slides down but every child receives at least one entry into every prize draw if they are in school on that particular day.

Each year group have year team champions and year team stars of the week. Every term we hold rewards events where the criteria is shared so as many pupils can achieve as possible. There are also department rewards.



BEHAVIOUR FOR

Learning Expectations



St. Matthew's
Roman Catholic High School

We ask all students to do three simple things in every lesson:

Respect their learning.

Respect the learning of others.

Respect any reasonable request made by an adult.

Behaviour allocation:

If students choose not to follow our 3 R's, they will be issued with a consequence. Consequences are monitored closely and will lead to "stages of exclusion" as detailed on the next page.

We administer C sanctions as follows:

C1: Verbal warning if you do not follow agreed standards.

C2: You have been given a chance to improve and you have failed to do so. Logged on Kanexions with a restorative conversation planned at an agreed time.

C3: Logged on Kanexions as a failure to improve. Same day 40-minute detention and escalation through the graduated response cycle. A C3 will be given for any student who is more than 7 minutes late for a lesson. If a pupil receives a C3 in lesson they will be taken to the removal room where they will complete the rest of the lesson. Two C3's in a day will result in a full day of isolation.

C4: Serious Senior Leadership action and possible fixed term exclusion

We want our behaviour for learning system to be centred upon rewards and not sanctions.

Please consider:

- How you respond to adults
- Your use of language
- Your body language
- Taking 100% responsibility for your actions

Isolation:

If a student is repeatedly given C3's, misses the detentions attached to this sanction or progresses to behaviour beyond a C3; an isolation period will be required.

Isolation will be given to any student found out of lesson beyond 7+ minutes from the start of the session. This is classed as "Internal truancy" and will carry a 5-period stay in isolation. If the isolation room rules are not followed, there will be a three-warning system in place and then students will progress to a suspension.

In exceptional circumstances we may need to issue a suspension. This will be for a period no longer than 5 days. Work will be set for students while they are suspended. Students will be sent home with a pass after contact with home has been established. A suspension can only be issued if there is an agreed reintegration meeting planned for the return of the child with parents/carers in attendance. During the exclusion adjustments to learning will be made to ensure that the returning student does not encounter a similar issue down the line.

A suspension may be given if:

- There is a serious safeguarding breach (e.g., an offensive item is brought on site)
- Students are refusing to cooperate after a C4
- Students are refusing to be isolated or to attend an agreed respite placement
- Students have received several C3's in a single day
- Students are not safe/making others unsafe

There will be exceptions to this list but we want to avoid suspensions as much as possible. Reflection and redirection with parental support will always be a preferred route for the staff at St. Matthew's RC High School.

3, 2, 1...

Slant



SIT UP

Develops active listening.



LEAN FORWARD

Promotes active listening and displays a high level of engagement.



ASK AND ANSWER QUESTIONS

These question and answer sessions can help activate students thinking and thought processes, encourage critical analysis of the content and strengthen understanding. This also encourages students to clarify their thoughts and discuss or debate ideas.



NOTE IMPORTANT INFORMATION

Noting down key information which helps students to retain information. N is also for 'nodding your head'. Nodding one's head is a form of non-verbal communication to indicate that the lesson has been understood. When a teacher observes a student nodding their head, they may proceed with the lesson. On the other hand, failure to nod will signal that the student has not understood the lesson and the teacher may need to clarify or explain further.



TRACK THE SPEAKER

Tracking the speaker is a visual cue to be attentive. Students should be encouraged to track both the teacher and other students who are presenting in class.



These are examples of the C sanctions at St. Matthew's RC High.
There are always individual circumstances so we use this as a guide:



Table of possible consequences for different behaviours	Teacher / Form Tutor	Teacher / HOY / Form tutor		HOY/SLT/ Deputy Head	Deputy Head/Head teacher	
	C1 verbal warning	C2 restorative	C3 detention	Extended detention	Isolation	Suspension or Permanent Exclusion
Late for lesson up to 5 minutes			✓			
More than 10 minutes late for lesson					✓	
Off task behaviour	✓	✓	✓	✓		
Continued off task behaviour			✓	✓	✓	
Leaving the room without permission			✓	✓	✓	
Using mobile phone/headphones			✓	✓		
Refusing to hand over a requested item			✓	✓	✓	
Lack of equipment	✓	✓	✓			
Unacceptable use of language including swearing			✓	✓	✓	✓
Out of bounds			✓	✓	✓	
Aggression towards a student (including fighting)			✓	✓	✓	✓
Aggression towards a teacher				✓	✓	✓
Aggression towards a teacher including physical touch					✓	✓
Online abuse towards a student				✓	✓	✓
Online abuse towards the school/a member of staff				✓	✓	✓
Bringing in an offensive item				✓	✓	✓
In possession of an intoxicant (including vapes)				✓	✓	✓
Distributing/selling and intoxicant					✓	✓
Vandalism (due to reckless behaviour)			✓	✓	✓	
Vandalism (deliberate)				✓	✓	✓

USING TECHNOLOGY Responsibly

Guidelines for Students - St. Matthew's RC High School is committed to providing good computer facilities and access to the internet and email for all staff and students.

Computer Equipment

Treat computer equipment with care. Do not take food and drink into computer areas. School computer equipment is primarily for student education and staff professional activity. It must not be used for private purposes. Use for personal financial gain, gambling, political purposes or advertising is forbidden.

Password Security

You will be held responsible for anything done on a computer logged on with your user name; log out when you finish. Do not tell other people your password. If you suspect that someone knows your password, change it and tell the Help Desk / Form Tutor / Head of Year.

Information stored on School computers

Copyright and intellectual property rights must be respected. Using the school badge, pictures of students or the school grounds on personal social media sites is not permitted and will bring serious consequences. Do not store or distribute any offensive material. Do not install any unauthorised software.

Email

Users are personally responsible for email / (s) they send and for contacts made. Therefore email should be written carefully and politely. Any email / (s) sent to an external organisation should be authorised before sending. Do not send or forward offensive emails, anonymous messages, or chain letters.

Internet access

All Internet use is monitored. Access to inappropriate sites is barred in so far as this is possible; access to these sites is not accepted, and the user is liable to disciplinary actions. Details of any accessible site with inappropriate content should be reported to the IT Helpdesk.

The use of public chat-rooms and social networking sites are not allowed.

Photographs or video clips taken within the school environment, including off-site trips and residentials, must not be distributed or uploaded to public sites without prior consent of the school and those captured in the images.

Social Networking Sites

The use of social networking sites is not permitted within the Academy at any time. Students must be aware that any inappropriate use of social networking sites outside of school that causes a problem inside our community, or brings us into disrepute, will be treated very seriously and will include police involvement.

We advise all families to carefully monitor their child's use of social networking sites and seriously consider whether it is appropriate for younger students.

Concerns about posts on social media

If you are made aware of social media posts that target a child unfairly we want to help. In the first instance, if this happens in school hours, the issue must be reported to a head of year. If the incident occurs outside of school time we advise the following course of action:

- **Write down the username/account details of the person posting the offensive item**
- **Screenshot if possible**
- **Do not respond in any way**
- **Block the person if possible**





- Report the issue on the platform that it appears on. This is the quickest way to get it removed
- Log the issue with the police. The easiest way to do this is by using the 101 service online. They will get back to you
- Inform your child's head of year if there is a connection with school and we will support the police in their investigation.

We also have an email that we can use to get posts taken down. This can take up to 72 hours and we do require precise details of the post(s) such as usernames and times.

Over the past year we have supported a variety of families with unique issues that have started on social media platforms. Sometimes we are not permitted to sanction students involved from school due to ongoing investigations by services. We will always endeavour to help but please be mindful that we are often limited in our ability to respond to issues that occur outside of school.

The greatest piece of advice we can give is to monitor your child's activity on social media and limit it where possible. TikTok and Snapchat are the main platforms where issues occur.

Any concerns about online bullying or intimidation need to be reported to a head of year, welfare lead or by using confide@smrchs.com







St. Matthew's
Roman Catholic High School
VOLUNTARY ACADEMY

Family Handbook

Contact

St Matthew's RC High School
Nuthurst Road
Moston
Manchester
M40 0EW

Tel: 0161 681 6178

Web: www.smrchs.com

Email: contact@smrchs.com

Headteacher: Mr A Nightingale

We **Pray**
We **Care**
We **Achieve**