



# St Gabriel's R.C. High School

## Behaviour Policy

### **Important coronavirus (COVID-19) update**

Please refer to the Behaviour addendum April 2021, which provides details on how schools can manage pupils' behaviour during the coronavirus (COVID-19) pandemic.

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## **Statement of intent**

**St Gabriel's R.C. High School** believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

St Gabriel's Roman Catholic High School is a school community that expects and promotes behaviour which allows all of its members to work together in a spirit of our Mission Statement.

The policies and principles we adopt are guided by, and reflect our commitment to, the teachings of Jesus and the Gospel values, always having Christ at the Centre of all that we do.

The aims of our Mission Statement should permeate all aspects of our school life. The spiritual, moral, social, cultural and intellectual development of our students is the responsibility of all members of staff and is powerfully influenced by the ethos our school. A Christian learning community should provide a positive and secure environment in which development, formation and learning can occur. Therefore, it is important that our Behaviour Policy is underpinned by a system of rewards and sanctions which is based on the underlying principles of forgiveness and respect for the uniqueness of each individual.

At St Gabriel's RC High School we expect the highest standards of behaviour. Behaviour management is the responsibility of all members of staff. We take a pro-active approach to promoting positive behaviour. This means we set out to teach such skills as mutual respect, co-operation, organisational skills, listening skills, discussion skills, working independently, working with others, problem-solving and resolving conflict.

St Gabriel's RC High School's culture is based on the right to teach and the right to learn. We promote self discipline; encourage positive behaviour, respect for others, regular attendance, punctuality, and the completion of school work. We believe that in order to enable effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. We seek to create a Christian, caring, learning environment in the school.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, self-regulation proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

**The right to feel safe at all times:**

All students, staff and visitors have the right to feel safe at all times in the school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community and the policy should help to foster this.

This policy sets out the framework of St Gabriel's approach to encouraging good behaviour known as '**Positive Discipline**'. The policy also expects students to show respect for all staff, understand and express the importance of education, and understand the impact of consequences on their future lives.

Our **Positive Discipline system** has been designed to engage students in displaying positive behaviour that will allow them to benefit fully from their education to become successful students.

## **Aims**

The aims of this policy are to:

### **Enable our students to:**

- live out the Mission statement to the best of their ability
- Stay safe and be healthy;
- Enjoy and achieve in their learning;
- Make a positive contribution;
- Access the full range of learning opportunities in a calm, positive environment;
- Develop an acceptance of responsibility for their own behaviour;
- Enable students to make the best progress possible during their time with us;
- Be positive ambassadors for the school both in and out of the school premises
- Value the rights of others and acknowledge that maintaining positive discipline within the school is a shared responsibility;
- Value St Gabriel's environment, our Positive Discipline Policy and St Gabriel's routines.

### **Enable our staff to:**

- Teach effectively;
- Promote and develop in students empathy and respect for self and others;
- Develop in students a sense of self-discipline, self-regulation and an acceptance of responsibility for their own actions;
- Initiate appropriate behaviour through their own modelling and use of effective strategies;
- Feel supported in dealing with challenging behaviour through both collective application of standards and the behaviour management infrastructure;
- Recognise and actively encourage positive behaviour;
- Work with a positive, proactive approach to behaviour management;
- Ensure the rights and responsibilities of all members of the School community are upheld;
- Apply the policy fairly and consistently and contribute to its monitoring and evaluation;
- Maintain excellent relationships with parents and carers.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006

- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy: Pupils
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Positive Handling Policy
- Complaints Procedures Policy
- Searching, Screening and Confiscation Policy

### **Roles and responsibilities**

The governing board has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.

- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Pastoral Team is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required. Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing. Including maintenance of standards, uniform expectations, behaviour outside of lessons. Review of student attendance and punctuality and considering cross curricular issues that may emerge.
- Liaising with parents of pupils with any behavioural difficulties, where appropriate.
- Work closely with Middle Leadership team to ensure behavioural barriers are addressed and removed to allow pupil full academic potential to be met.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Leading CPD on any SEND issues that may impact on behaviour.

Teaching staff are responsible for:

- Being aware of the signs of any SEND that may lead to behavioural difficulties.
- Planning to ensure the curriculum is accessible to any pupils with SEND behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Being responsible and accountable for the progress, climate for learning and uphold behavioural standards within their class, create a mutual respectful environment.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too, including in none directed times.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour and unconditional positive regard.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside, around school and whilst being recognisable as a member of St Gabriel's out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

### **Definitions**

For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation or false allegations.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual refer to appendix ....
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Derogatory Language** – expressing a negative or disrespectful feeling, idea or word. A low opinion or lack of respect to someone or something. The use of criticism, hostility or disregard.
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft

- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission

“Challenging behaviour” is defined as:

- Bringing the school into disrepute including fighting, derogatory language, anti-social behaviour, including on the journey to and from school, whilst identifiable to school.
- Disruption on public transport
- Graffiti
- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

### **Smoking and controlled substances**

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present.

The staff member will store the sample in Main School Safe.

The incident will be reported to the police immediately. The police will then collect the sample and deal with it in line with their agreed protocols.

The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

### **Prohibited sexual harassment**

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature

- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

### **Items banned from the school premises**

The following items are banned from the school premises:

- Fire lighting equipment:
  - Matches, lighters, etc.
- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Alcohol
  - Solvents
  - Any form of illegal drugs
  - Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:

- Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
  - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Other items:
    - Liquid correction fluid
    - Chewing gum
    - Caffeinated energy drinks
    - Aerosols including deodorant and hair spray

All members of staff can use their power to search without consent for any of the items listed above. Including the use of a detection wand.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The head teacher will always be notified when any banned item is confiscated.

Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

### **Effective classroom management**

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships and demonstrating unconditional positive regard.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff without challenge.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour, including bullying of others, use of derogatory language
- Show respect for the school environment, including no graffiti, damage to buildings or littering.

### **Rewards**

Academic progress, effort alongside excellent behaviour will be recognised. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.

- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded

The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call or email home.
- **Physical** – material rewards, e.g. tokens, stickers or certificates.
- **Activity** – activity-based rewards e.g. enrichment activities

Teachers may implement different types of rewards as they see fit with approval from the head teacher; however, as a general rule, the following rewards are used:

- Tokens and stickers
- Raffle tickets
- Certificates
- Positions of responsibility, e.g. Subject ambassadors
- Class celebrations
- Phone calls and emails home
- Special privilege

### **Positive relationships and approach**

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships in line with appendix 8, staff should engage in restorative practice, to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Engaging with pupils during lunchtime and break time via enrichment activities.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Demonstrating unconditional positive regard.

The school aims to promote resilience, self-regulation and create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Counselling
- Positive classroom management
- Developing social skills
- Mental Health focused enrichment activities
- Working with parents
- Peer support

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

### **Understanding behaviour**

#### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route unless the safety of the pupil or those around them is compromised.
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil an opportunity to reflect and self-regulate their behaviour.
- Rephrasing requests made up of negative words with positive phrases.

## Intervention

In line with the school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom
- A pupil leaving site.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The head teacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in section 6 of this policy, reasonable force will only be used, if necessary, to search for the items listed above. Any physical intervention used will be conducted in line with the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the Head will be informed immediately and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school such incidences may result in a fixed-term exclusion or permanent exclusion at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

St Gabriel's RC High School cannot be held responsible for dealing with matters on social media which occur outside school hours.

## **Managing behaviour**

### **Sanctions**

It is hoped that the vast majority of students will simply choose to spend their time with us operating within the rewards framework outlined above. However, when students fail to abide by the expectations, the following sanctions will apply:

Students who fail to adhere to the school expectations will automatically receive a Behaviour Comment in their Passport.

Students MUST have their passports with them at ALL TIMES including on corridors. Failure to bring their Passport to school will result in one temporary passport for one day per each half term will be issued. Any other failures to have Passport will lead to the pupil being in seclusion until rectified.

### **SANCTION 1**

This will be a reminder of our expectations. The teacher will clearly state that this is a S1 Verbal Warning

**SANCTION 2** The teacher will clearly state that this is a S2 First recorded offence in passport

**SANCTION 3** The teacher will clearly state that this is a S3 Removal to Remove Room (room 24) for the remainder of the lesson and a 55 min consequence detention the next day.

### **A) Remove Room**

Students will be removed for Sanction 3 to the 'Remove Room' in room 24 and receive a 55 minute detention the next day.

### **B) Seclusion –internal exclusion**

Seclusion will be used if a student has received 5 behaviour comments, if they are defiant or for other serious negative behaviour or pending investigation into a possible exclusion. Students will complete online learning to enable a successful reintegration into mainstream lessons.

### **C) Planned Intervention**

Work with the Inclusion leads will take place at this point to look at areas of support needed in order to remove any barriers to the students learning. This may involve Behaviour agreements, Pastoral support plans, referrals to external agencies and parental meetings.

During this referral, students will be set subject based online. At the end of a student's referral, parents/carers will be required to attend a reintegration meeting to discuss the serious incident that led to the planned intervention and to ensure actions are taken to avoid repeat referrals.

The time placed in the intervention stage, will be sufficient time to ensure impact, modification of behaviour in order for successful reintegration and self-regulation to occur. This will be determined at Senior Leadership Level.

Students who have failed in Seclusion or where school feels the undiagnosed barriers and subsequent unsuccessful intervention stages occur, the pupil will be placed into the Reflect and Resolve area for a bespoke intervention plan. This may lead to a managed move or Positive Pupil Placement as the process is within Bury Local Authority under the Inclusion Lead.

#### **D) Fixed Term Exclusion**

A decision to issue a fixed term exclusion will only be taken at the discretion of the Head teacher.

Exclusions will follow the increasing sanctions. 1 day 3 5,5,7,10,15

Students will be provided with school based work to be completed where possible online and appropriate to their ability and this will be checked when returned to the school. Pastoral staff will then meet with parents/carers for a reintegration meeting before the student returns to the school.

#### **E) Governors Disciplinary Panel**

Governors will be informed on regular basis of any pupil accumulating 15 exclusions in any school year.

Students and their parents/carers are referred to a panel from the Governors for cumulative behavioural issues/serious incidents/exclusions. This will include students who have accumulated 21 days or more in an academic term.

#### **F) Permanent Exclusion**

This is a last resort sanction as a result of 45 days fixed term exclusions in one year or for a one-off, serious incident at the discretion of the Head Teacher.

A '**Behaviour Agreement**' is developed for each pupil displaying challenging behaviour once the sanctions have been complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Agreement to ensure staff are equipped to deal with instances of negative behaviour.

Following a failed behaviour agreement, the Inclusion Lead for the Local authority will be approached, to instigate a Positive Pupil Placement at another school or alternative educational provision, to attempt to give the pupil a fresh start and avoid moving along the next stage of the sanctions and doing all possible to avoid a permanent exclusion.

Pupils and their parents are involved in the development of the Behaviour Agreement, and this is reviewed on a regular basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

- Where SEND is not identified, but the head teacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the head teacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

### **Detentions**

It is expected that all parents and carers support the sanction of detentions as outlined at all Parental Meetings and Welcome Events.

The school will make it clear to parents and pupils that they are able to use detention as a sanction, both during and outside of school hours.

All teachers at the school can impose detention on a pupil, unless the head teacher decides to withdraw this power from any teacher.

The head teacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be issued outside of school hours:

- Any school day where the pupil is not authorised to be absent
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil.

School will send an in touch text message regarding detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the detention is likely to put the pupil at risk.

- Whether the pupil has been identified as a Young Carer which would make the detention unreasonable.
- Whether suitable transport arrangements are in place between the parents and the pupil. It does not matter whether these transport arrangements are inconvenient to the parents.

**Behaviour off school premises**

Pupils at the school must agree to represent the school in a positive manner and demonstrate schools behaviour expectations as set out in this behaviour policy.

Staff can discipline pupils for misbehaviour outside of the school premises.

Staff may discipline pupils for misbehaviour off the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school’s Anti-Bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

Please refer to the school e safety policy regarding any social media platform incidents outside of school.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

**Damage to school property.**

It is expected that parents/ carers are liable to pay for any damage to school property caused by their child. Any financial difficulties may result in a payment plan, but it is expected that any damage is paid for within the same academic year.

Failure to comply with this request may result in this being referred to the small claims court.

### **Staff training**

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an **annual** basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

All staff members are trained in the approved methods of physical intervention in line with the school's Positive Handling Policy.

All staff will also receive training on the common symptoms of SEMH problems, what is and is not cause for concern, and what to do if they think they have spotted a developing problem.

Teachers and support staff will receive regular and ongoing training as part of their development.

### **Monitoring and review**

This policy will be reviewed by the head teacher and Governors on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is July 2022

## **St Gabriel's R.C. High School: Appendix 1 REWARDS**

The purpose of our school is to provide a positive, motivating environment which enables students to learn.

### **1. Mission STAMPS**

Regular recognition of positive action from students will occur in every lesson and, whenever possible, outside of lessons.

**Praise stamps will be earned during lessons for the following:**

- Excellent answers given during question and answer sessions;
- Outstanding presentation of work;
- Effective work as a group;
- Outstanding performance on a test/exam/piece of class or homework;
- Outstanding contribution made during the lesson;
- For being an active citizen around the school, for helping others, etc.;
- Multiple praise stamps can be awarded for more significant contribution as a student – examples of this could be helping on parents' evenings, representing the school, taking part in any of the school productions, etc.

Mission Stamps will lead to achievement points being entered onto Sims.

Certificates will be awarded when students reach a certain amount of achievement points recorded on the management system.

**The certificates will be awarded as follows:**

- Bronze
- Silver
- Gold

### **2. STUDENT OF THE WEEK**

Weekly recognition for outstanding progress made in lessons or around the school /community

In each subject, your teacher will hand out a student of the week post card for you to take home in recognition for outstanding progress made during the lesson or around the school /community.

### **3. TERMLY ACHIEVEMENT ASSEMBLIES**

Recognition of whole term successes for students who have consistently and continuously pushed themselves to achieve well.

There are a wide range of categories that students are recognised for. These include:

- Academic: good work in a lesson, pleasing homework, test result, positive contribution and participation;

- Sports - one-off success;
- Service - helpful, community spirit, kindness;
- Excellent attendance, sustained hard work, effort, exemplary behaviour;
- Participation in a school event: e.g. assembly, drama, concert, match;

Subject Awards.

#### **4. ACHIEVEMENT WALL**

Promotion of sustained hard work, effort and exemplary attendance and behaviour.

#### **5. SENIOR LEADERSHIP AWARD**

Termly special recognition for active citizenship or outstanding contribution to the school and community.

- Heads of Year to monitor and pass 5 recommendations from each year group to SLT at the end of each term. SLT to choose one student from each year group
- Senior Leaders to visit assembly and issue 'Senior Leadership Award'
- Student meeting with Senior Leader and a letter is sent home.
- Phone call made to parent/carer

Senior Leaders will refer students to the Head Teacher for special recognition with parents.

#### **6. GOLDEN TICKET REWARD TRIP**

Senior staff will hand out golden tickets throughout the academic year, which invites the student to a place on the end of year rewards trip.

- These can be handed out at any time by members of SLT in assemblies, lessons and around the school
- At the end of the academic year, all students with a golden ticket will then go on the end of year rewards trip
- Only 15 issued every term - 3 per year group

## **St Gabriel's R.C High School: Appendix 2 Uniform**

Add pictures / website /

We, with the help and support of parents and carers in matters of uniform, are rightly proud of the appearance and conduct of our young people. The school's reputation in this area is of importance to individual pupils both during school life and later when seeking employment. Therefore:

School uniform is to be worn by all pupils and all adults are asked to ensure that the pupils comply with the accepted uniform standards

The Head teacher reserves the right to prohibit unsuitable fashion/styles in dress and personal appearance which is contrary to the reasonable policy summarised in this document

Items of uniform for 2021 -2022

### **Boys** (obligatory)

- Navy Blazer with school embroidered logo
- Plain white shirt
- Specific Year group tie –  
Red, Blue, Purple, Silver, Gold.
- Black tailored trousers (no tight fitting, fashion trousers, or jean style with buckles)
- Plain black or grey socks
- Plain black school shoes – Please see list and photos.
- Optional: Navy plain V-neck jumper - no zips, logos or motifs
- An apron must be worn for all Design and Technology subjects

### **Girls** (obligatory)

- Navy Blazer with school embroidered logo
- White blouse or
  - White shirt and specific Year group tie (Please refer to the full uniform list on the school website)
- Black tailored trousers (no tight fitting, fashion trousers, or jean style with buckles)
  - Any pupil continuing to wear non tailored trousers will be given an SLT detention
- Until July 2022 ONLY.** Navy pleated **knee length skirt** with official school logo embroidered on left knee and SGHS on the waist band.
- **Skirts must not be rolled.** Any student failing to comply with this rule will be given a pinafore to change into on the day, and an SLT 90 minute detention will be issued. Parents will be contacted regarding a behavioural agreements.

- Plain white or navy blue socks below the knee or black opaque tights
- Plain black school shoes
- Optional: Navy plain V-neck jumper **can be worn with trousers** – no zips, logos or motifs
- An apron must be worn for all Design and Technology subjects

## **Shoes**

Shoes must be plain black only. No logos, stripes, canvas or boots of any type. Examples of acceptable and not acceptable footwear are included on the website.

Please do not send your child into school with a note re blisters etc. Children should be provided at home with plasters and protection and any student developing blisters in school will be provided with non-allergic plasters.

### **General Appearance Not allowed:**

Jewellery including earrings and taped over earrings or transparent studs.

Make-up and nail varnish

False, acrylic nails

False eyelashes

Piercings or stretchers

Fake sun-tan

**Allowed:** A wrist watch. Badges issued by school only for wear on the lapel of blazer (council, peer-mentor, etc.)

## **Hair styles**

Hair styles should be neat and tidy and of a natural hair colour. Hair should not be shorter than a 'number 3' without lines or fashionable designs.

Colour should be natural – no extremes of colour, length or style.

### **Hijab head wear**

Should your daughter choose to wear a hijab, it must be of a plain design, without any colour trim, in navy blue or black.

### **Outdoor coats**

Outdoor coats should be warm and waterproof preferably in navy blue, black, or a dark colour.

The wearing of hoodies, track suit tops or other fashion wear is not allowed.

Coats should **not be worn inside** the building but may be worn outside at break, lunchtimes.

### **Other information and equipment**

Weatherproof bag for books and other equipment – no fashion handbags

Pen, pencil, ruler, some coloured pencils, rubber, pencil case and a scientific calculator

Pupils may have uniform and equipment checks each morning.

Any pupil arriving at school without the appropriate equipment or uniform will receive a call home to rectify this and may be kept in a pastoral hub/remove room until the matter is resolved.

If there is any doubt regarding acceptable uniform, or if there are any temporary problems of availability, parents should contact school as soon as possible. Should there be any dispute or challenge regarding uniform expectations, the Head's decision will be the final decision.

### **Respect for the environment.**

No food to be removed from the Canopy or Dining Hall. Students may eat home brought packed lunches on the lower yard and must use the appropriate bins.

## **Physical Education and Sports Kit**

**Please refer to the Website for upto date lists and suppliers.**

Failure to comply with the schools uniform expectations will result in a 90 min SLT detention after school. Continued failure will be classed as defiance and will be dealt with in line with school behaviour consequences.

## **St Gabriel's RC High School: Appendix 3**

### **Disciplinary Penalties/Sanctions**

Where a student's conduct falls below the standard reasonably expected one of the following penalties may be issued:

- A behaviour comment made in the student's planner or electronic file;
- Detention – outside normal School hours (See appendix 5 );
- Loss of break or lunchtime;
- Catch up work
- Seclusion (Referred by Senior staff and Head of Year only);
- Being placed on a monitoring report;
- Isolated with a member of staff;
- Parental contact including parents being informed and parenting contracts being implemented
- Removal from individual lessons to Remove room;
- Changes to teaching sets or Form groups;
- Confiscation or removal of personal items (see appendix 6)
- Paying for broken/damaged school property;

## **St Gabriel's R C High School: Appendix 4**

### **Use of Detention**

Depending upon the severity of the offence, a detention may be issued by a member of staff for break-time, lunchtime or at the end of the school day.

The 2011 Education Act gives schools the legal right to give 'no notice' detentions at the end of a school day on 'disciplinary' grounds. In most cases, 24 hours' notice will be given for after school detentions. Please check your child's planner every day.

- A sanction 3 (Referral to the Removed Room) = 55 minute detention the next day
- Lateness to the school = 55 minute detention. Parents will be contacted.
- If a student fails or refuses to complete detention, they will be referred to Seclusion the next day.
- Pastoral Lead Detentions when needed – up to 55 minutes
- Uniform or SLT detention – 90 minute in total.

Within Positive Discipline, the record of any misdemeanour plus any sanction such as detention will be recorded in the passport. This is important within the routines of home-school communication. Please help us with this by checking and signing the planner every week and ensuring your child goes out of the house each day with it along with their equipment for a day at the school.

## **St Gabriel's R C High School: Appendix 5**

### **Confiscation, Screening and Search**

Confiscation is used as a disciplinary penalty/sanction at ST Gabriel's. Items that may be confiscated include those that are listed on the core expectations, or items that may be deemed to be interfering with learning or that could impact upon the welfare, health and safety of other members of the school community.

Possessions in relation to a student include any item over which they appear to have control. Staff have the right to seize, retain and/or dispose of such items. Whilst every effort will be made to return such items at a given time, the school does not accept liability for these items. Where appropriate parents may be requested to collect items from the school.

### **Banned Items**

**Prohibited items by law include:** knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images. In addition, any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

**Banned items within the school include:** mobile telephones, portable music devices, chewing gum, energy/high caffeine, fizzy drinks/cans, cigarettes, e-cigarettes, lighters and any other items considered harmful or detrimental to school discipline. These items are not allowed in the school and will be confiscated –Staff have the right to seize, retain and/or dispose of such items.

### **Powers of Search**

If suspicion remains and the student does not surrender the item, staff should refer the matter to the Senior Leadership Team (SLT). Permission to be cleared by the Head Teacher.

At St Gabriel's RC High School, the powers of search are given to:

- The Head Teacher;
- Deputy Head teachers;
- Assistant Head Teachers;
- Heads of Year;
- Designated Safeguarding Lead.

- Inclusion Leads and Pastoral Managers

Searches will be conducted in line with current guidance. Search records are retained and placed in the student file.

### Searching

School staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. In addition, any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence; or to cause personal injury to; or damage to the property of any person (including the student themselves).

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

School staff can search students with their consent for any item and are not required to have formal written consent from the student for this sort of search.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment.

### During the search - Extent of the search – clothes, possessions.

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further, which only a person with more extensive powers (e.g. a police officer) can do. A detection wand may be used by member of staff. Care must be taken not to make contact with the pupil. Any contact must be noted and reported directly to SLT.

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### After the search

After discussion with SLT, the member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon or a prohibited item by law, a decision around whether it will be passed to the police will be made in line with current guidance.

### Electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may **NOT** examine **OR VIEW** any data or files on the device. The LADO will be contacted and the device handed over to the Police

"Good reason" for examining or erasing the contents of an electronic device: whereby the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is not allowed by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they will give the device to the police. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

### **Telling parent/ carers and dealing with complaints**

We are not required to inform parent/carers before a search takes place or to seek their consent to search their child.

We will inform the individual student's parent/carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching will be dealt with through the normal school complaints procedure.

### **Schools' obligations under the European Convention on Human Rights (ECHR)**

Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy. However the right under Article 8 is not absolute, it can be interfered with but any interference with this right must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

## **St Gabriel's RC High School: Appendix 6**

### **Use of reasonable force**

PART 7 of the Education and Inspection Act 2006, Chapter 1, Section 86 (1) outlines the powers of members of school staff to use force.

#### **The Act states that:**

" staff may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely;

- a) committing an offence,
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself/herself) or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise."

At St Gabriel's RC High School reasonable force will only be used if no alternative can be sought.

Members of staff should be aware of their own personal safety at all times. Staff are reminded that they have an ongoing duty of care and a collective responsibility for maintaining good order and health and safety.

A small number of senior staff and Heads of Year have received training in the use of restraint.

It needs to be noted that whilst the school does not encourage physical contact between students and staff, there may be certain circumstances (see above) where it is appropriate to use reasonable force.

The school will maintain accurate records of its use, ensuring that it is used in line with guidance and that parent/carers are informed, when it has been used.

## **St Gabriel's RC High School: Appendix 7**

### **Restorative Practice at St Gabriel's RC High School**

St Gabriel's RC High school is a restorative school; this means we believe in the importance of building respectful relationships. Restorative Practice at St Gabriel's will be used as a method to rebuild relationships after a serious incident and/or breakdown in relationships to ensure it does not happen again.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. At St Gabriel's the practice is vital in enabling us to build, maintain and repair relationships between students or between staff and students.

The philosophy embodies a set of values and principles and a way of working with people that provides a common language and approach and enables the practice to be taught. The philosophy is based around the following key principles:

- respect
- relationship
- responsibility
- repair
- re-integrate

A restorative meeting is a powerful tool which enables a release of emotion for the parties concerned; for high level conflict it can be an alternative to a fixed term exclusion. At St Gabriel's all of our Heads of Year and the senior pastoral team are trained in restorative practice.

Restorative circles can also be used in form time; students "check in" at the beginning of the week and "check out" at the end of the week. The use of these circles can also improve emotional literacy and social and communication skills.

### **References:**

*The Use and Effectiveness of Anti-Bullying Strategies in Schools, Research Report*

**DFERR098, 2010 (Department for Education)**

<https://restorativejustice.org.uk/restorative-practice-schools>

<https://www.anti-bullyingalliance.org.uk/tools>