



St. Gregory's Catholic High School

Behaviour Policy

Monitoring

The implementation of this policy will be monitored by the Deputy Headteacher (Pastoral).

Evaluation

The policy was reviewed by the Deputy Headteacher (Pastoral)/Headteacher, and the Senior Leadership Team on 13th June 2025 prior to the submission of the policy to Governors Community Committee for scrutiny and recommendation to the Full Governing Board for approval.

Key policy dates:

Ratified by the Full Governing Board: 9th July 2025

Review frequency: Annual

Next policy review commences: Summer Term 2026

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1. Statement of Intent

Every member of St. Gregory's Catholic High School will work together in solidarity for the common good of our diverse community. We have no better inspiration than the teaching of Jesus Christ. We believe every person is unique and made in the image of God and should be treated justly with dignity, love and respect. We will follow Jesus by embracing our God given charisms to carry out our mission to serve; **We are one family inspired to learn.**

Our mission statement encapsulates our mission and values and all staff are here to support and guide our pupils in developing appropriate behaviour strategies. This enables our pupils to fully develop into the unique people that God created them to be. In order to embody these values, we look to the example and teaching of Christ and the principles within Catholic Social Teaching. To bring this to the forefront of our daily interactions, we focus on the principles of dignity, the common good, subsidiarity and solidarity.

It is our belief that if our approach to strong standards of behaviour is followed and applied consistently by all, it will make a significant difference to our teachers' ability to teach as well as our pupils' ability to learn and develop effectively and flourish as young citizens of the future in our communities and the world beyond. With a strong emphasis on 'positive' behaviours, social norms and rewards, we firmly believe that we can help all of our pupils to develop to be the best they can be, serving in the image of God.

St Gregory's Catholic High School is committed to:

- Celebrating the gifts our pupils have been given by God through their Charisms of: *Service, Tolerance, Generosity, Resilience, Empathy, Grace, Optimism, Respect, Young Leader and Shine*
- Promoting and modelling desired behaviour
- Promoting self-esteem, self-discipline, 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
- Involving parents /carers in supporting our policies and practices
- 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
- Proportionate and reasonable sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour
- The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs, and will address these needs via an individualised graduated response

2. Rewards and positive behaviour

Our strategy is a positive behaviour management strategy that enables pupils of all abilities to be rewarded. The following strategies, which are used consistently and appropriately, are a strong basis on which to recognise and develop positive pupil behaviour. Pupils can be awarded achievement points for involvement in initiatives/events outside of the classroom and demonstrating the charisms of St Gregory's.

These achievement points are recorded on Class Charts which have credit values attached to them and can accrue points and rewards.

Rewards can be given in many forms including:

- Praise
- Written comments which sustains, encourages and motivates pupils Referral to another member of staff (HOD/PPM/SLT/ Governors) to share praise and recognition
- Comments written in Pupil Planners or on Class Charts as a record for parents/carers
- Departmental gifts – bookmarks, pens, pencils
- Stamps, stickers, postcards from subject areas
- Telephone calls/letters to parents from staff, Form Tutors, Pupil Progress Managers, SLT and Governors
- Ambition for All Awards Evening
- Recognition of contributions in 'The Net', on school website and Year Group celebrations
- Certificates/postcards/letters for attendance, and punctuality
- Year Group rewards and trips including films, ice-skating, bowling, prize draws, vouchers
- Year group weekly acknowledgement of leading Form Group/ pupil performance during Celebration of the Word
- Selection for Pupil Leadership roles – Young Leaders, Peer Mentors
- Annual Y11 Awards for specific recognition

3. Supporting pupils to improve their behaviour

At St. Gregory's we work hard to support pupils who are struggling to make the correct behaviour choices so that we can educate them and help them to improve their behaviour.

A number of resources have been allocated for this purpose including:

- SENDCo and staff in the Hub – enable soft landings; provide a space for pupils at break and lunch; mentor pupils; interventions for SEMH
- In class support for identified pupils
- SEND Positive Behaviour Champion – mentor pupils; conducts lesson visits; supports staff with strategies to motivate pupils
- Staff in Augustine Centre – enable soft landings; support pupils struggling with mental health/anxiety and external issues; liaise with families
- Pastoral Support Managers – mentor pupils and support them with day to day issues
- Pupil Progress Managers – liaise with parents, staff and family and monitor pupil progress across all subjects
- SLT – each member of the team is responsible for overseeing the behaviour of their linked year group

Key expectations to ensure good behaviour for learning across the curriculum are outlined in the pupils' Pupil Planners and serve as a daily reminder of our expectations. All pupils must agree to, and sign, our Home-School Partnership contract.

Pupils are expected to:

- Attend their lessons
- Be punctual and ready to learn to the best of their abilities
- Positively participate in class – being keen and eager
- Focus, give their full attention, persevere, concentrate

- Respond to staff in a positive way at the first request, accepting without question instructions and decisions by staff
- Cooperate with the other members of their class
- Respect the other members of their class
- Show self-control and self-management to ensure a calm, purposeful atmosphere
- Resolve conflict and disagreements
- Abide by the school's Uniform Policy at all times
- Agree to our 'Anti-Bullying Policy' and other pupil focused policies
- Behave in a reasonable manner which will not put others at risk or prevent learning
- Allow everyone to learn and benefit from being a member of our school community
- Be polite, honest and courteous with one another and everyone in our community
- Respect the name, property, appearance and environment of each other and of the school
- Show respect to all members of staff and each other
- Move quietly around the school abiding by school movement processes
- Accept sanctions when given
- Refrain from behaviour that brings the school into disrepute, in their online and social media interactions and in the wider community

Routine and social norms will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

4. Positive routines for good behaviour

Pupils will be greeted at the door, welcomed and uniform checked in readiness for purposeful learning to take place.

At the start of the lesson pupils will:

- Arrive on time
- Ensure they are in full, correctly worn, school uniform
- Line up responsibly outside of the lesson and patiently wait for their teacher to invite them in
- Enter the room in an orderly manner
- Sit in their allocated seat or the seat the teacher has assigned to them for a particular lesson
- Get out all required equipment including their Pupil Planner
- Remain silent when the register is being taken until spoken to – this is a health and safety requirement

During the lesson

- Respect each other
- Respect all adults in the room
- Respect school property and others' belongings
- Complete all of the work set
- Listen and follow all requests and instructions at all times
- Work safely where appropriate
- Accept sanctions when issued

At the end of the lesson

- Pack away equipment promptly, once the teacher has given permission
- Leave the room in a quiet and orderly way and move around the corridors sensibly and quietly following the school's direction systems in order to get to their next lesson as soon as possible

5. Behaviour for Learning – The Curriculum

There is a strong relationship between positive behaviour for learning and the successful delivery of a school curriculum, one in which all children can succeed.

Adapting the curriculum so that it is relevant to our individual pupils needs and engages them in the process of learning is a key factor in promoting positive behaviour at St. Gregory's Catholic High School.

Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and incisive feedback, all help to avoid the disaffection which may lie at the root of poor behaviour for learning.

6. Use of toilets during Curriculum and Form time

Lost curriculum time due to toilet breaks should be kept to a minimum where possible.

Pupils will work to regulate their use of toilets during term time as reasonably as possible.

Pupils have non-curriculum time every two hours when they have access to use the toilet facilities (before school, break, lunch time and after school). The maximum time a pupil might not have access to the toilets is approximately two and a half hours. On the rare occasion that a pupil needs more frequent or urgent access, a toilet pass will be issued when medical evidence is provided e.g. in the case of temporary illness, and medical conditions.

If a pupil needs to use the facilities unexpectedly, teachers will use professional understanding and alert the on call system to escort the pupil to the toilet.

All curriculum time toilet access will take place via the school on call system with the exception of pupils who have a pass to access toilets. The conduct of all pupils with a toilet pass accessing toilets during curriculum time is expected to be exemplary in order to avoid a review of the usage of the pass.

7. Behaviour management in practice

Behavioural incidences are recorded on Class Charts so that pupils, parents and carers have a clear record of the behavioural incident and appropriate sanction.

The school will ensure that:

- The decision to sanction a pupil is made by an employed member of school staff, or a member of staff authorised to do so by the headteacher
- The decision to sanction 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 sanction a pupil could be made later if additional investigation time has been required. In that event, parents will be notified of that sanction if the pupil is off the school site
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

- C1-C2 warnings issued in class/ form time

- Break detention & lunch time detentions for not being punctual to class or form time. Parents / carers will not have notice of same day break / lunch detentions

8. An overview of the C1 – C4 behaviour system

In lessons where a teacher feels that a pupil is not behaving in an acceptable manner they will be issued with a C1 (the first consequence issued as a direct result of a negative behaviour). This is a warning that the pupil needs to modify / change the way that they are behaving and it provides an opportunity for the pupil to self manage and take responsibility for their actions.

If the pupil chooses to ignore this warning and does not modify their attitude / behaviour, the teacher will issue a C2 (the second consequence, as a result of further negative behaviour). This is the pupil's final warning. If the pupil continues to behave in a way that the teacher feels is unacceptable the teacher will issue a C3 (The third consequence, a result of continued negative behaviour, despite two chances to modify their actions). This will mean that the pupil will now automatically be issued with an after school detention. Under normal circumstances the school will attempt to facilitate the detention one day after the teacher has issued the C3. However, it is important to state that in law the school are not obliged to provide any notice in relation to a detention being issued and in some situations it may be that a "no notice detention" will be issued.

The pupil will be issued with a notification via Class Charts informing them of the exact date when the detention is due take place and the reason for the detention. Once a teacher issues a C3 this cannot be changed.

9. After school detentions

A C3-C4 Middle leader detention is used as a serious sanction after other efforts to resolve issues have been unsuccessful. The teacher will inform the pupil of their detention and parents will receive notification via Class Charts to inform them that their child has a detention the day before the detention. The detention will last for either **30/45 minutes**.

A C4 SLT detention is used for very serious events or if a pupil has failed to attend / complete two after school detentions satisfactorily. This detention takes place on a Wednesday evening and lasts **90 minutes**. The pupil will be informed, and parents notified via Class Charts and in some instances via a telephone call.

All C3 /C4 middle leader detentions run from 3:00pm until 3.30 /3.45pm and C4 SLT detentions until 4.30pm

- If a pupil arrives a few minutes late they will at the very least make the time up at the end of the detention. However, if they are more than fifteen minutes late or are continually late they will be issued with an SLT detention
- If pupils talk or display negative behaviour during the detention they will be issued with a warning. Should pupils not respond positively to the warning, the pupil will fail their detention. Failing a detention will result in a C4 SLT detention being issued and the pupil will need to complete the detention that they had failed
- Pupils who do not attend a detention will receive an immediate C4 detention with SLT members
- All pupils who receive a C4 SLT detention for missing or failing a detention will complete it the following Wednesday
- Where pupils have been placed into the Columba Room after removal from a lesson or due to an incident on a particular day a detention must be completed at 3.00-3.45pm on that day. This will be a no notice detention but parents / carers will be advised via Class Charts

- If a pupil is absent from school on the day of their detention they will attend the detention on their next day in school
- Lack of equipment leads to a negative impact on accessing the school curriculum. The school expects all pupils to be organised and prepared for their learning. Pupils who do not bring an essential piece of equipment (eg, PE kit, specialist equipment) will receive a C1. Therefore, when a pupil forgets equipment, on the next occasion they will be issued with a C2 and on the following occasion a C3

10. Behaviour Reports

Pupils may be placed on report to a designated member of staff where issues around behaviour, attendance and/or punctuality continue to fall below the school's expectations. Where pupils do not meet the specific targets outlined on the report a consequence of a C3 detention, C4, Columba room, suspension and/or and off-site placement may be initiated.

For the purposes of this policy, C1-C4 consequences will be issued for low level behaviours; the school will define "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
- Refusal to be in the correct location a pupil is supposed to be; this is a health and safety and safeguarding issue and harms the welfare of the pupil and others in the school
- Low-level disruption and talking in class when not permitted
- Failure to follow instructions at the first time of asking
- Failure to complete classwork
- Rudeness / disrespectful responses to staff and other pupils
- General defiance / poor attitude
- Lack of correct equipment / incorrect / noncompliance with school uniform standards
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Poor behaviour on public transport
- Use of mobile phones without permission (Pupils will be permitted to bring their mobile phone to school but will not be permitted to use them and must keep them switched off and out of sight throughout the course of the school day – for the avoidance of doubt, mobile phones should be switched off and put away from the moment pupils enter the school gates in the morning and should not be taken out or switched on until they leave the school gates at the end of the school day)
- Graffiti / vandalism

'Low-level unacceptable behaviour' may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

For the purposes of this policy, St Gregory's Catholic High 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. These behaviours may lead to C4 consequences, a referral to the Columba room, a suspension or permanent exclusion. This will include, but is not limited to, the following behaviours:

- **Discrimination** – not giving equal respect and tolerance to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. These are protected characteristics and are listed in the pupil handbook
- **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 sustained manner so as to harass, annoy or subdue someone
- **Bullying** – a type of sustained harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items e.g.
 - Knives, other bladed articles and weapons
 - Alcohol
 - Illegal drugs and un-prescribed medication
 - Stolen items
 - Tobacco, cigarettes and cigarette papers, lighters/matches/inflammable fluid
 - Vapes/E-cigarettes
 - Fireworks
 - Pornographic images
 - Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Internal truancy
 - External truancy and running away from school / attempting to leave the school site
 - Refusing to comply with disciplinary sanctions
 - Theft
 - Verbal abuse, including swearing, racist or other discriminatory remarks and threatening language
 - Fighting and aggression
 - Encouraging violence or fights / filming violence or fights
 - Persistent refusal to follow instructions or disruptive behaviour
 - Extreme behaviour, such as serious violence and serious 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
 - Off-site Misbehaviour that brings the school into disrepute or subsequently creates issues in school
 - Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity (e.g. school trips)
 - Travelling to or from school
 - Wearing school uniform
 - In any other way identifiable as a pupil of our school. (Eg, theft, aggressive or violent behaviour, failing to follow reasonable instructions from staff)

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or staff member
- Could adversely affect the reputation of the school

Sanctions will be completed on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip). In some cases the Police will be notified if a crime has been committed.

11. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm/distress to another pupil/staff member
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on our website.

12. Withdrawal from Class

This may be actioned by the Curriculum Leader. The pupil can be sent to work in another teacher's classroom. This should be a temporary solution and the PPM must be informed of this decision and the Curriculum Leader will notify parents/carers.

13. On Call

SLT/PPM/PSM/ On call duty staff may be called for by a member of staff if the behaviour is deemed to be a C4 consequence. (An 'on call' rota is in operation for each period and the 'on call' email should be used if required). In the event of a request for 'on call', the 'on call' member of staff will determine the next steps; this may include a pupil being sent to the Columba Room if deemed necessary. This will be logged on Class Charts.

14. The Columba Room

The Columba Room is used to accommodate pupils referred by SLT/PPMs/ Positive Behaviour Champion only. They will determine the amount of time to be spent in there and all names/offence/attitude and progress will be recorded and monitored. Data will be presented to Pastoral Deputy and reported to Governors at stated committee meetings. Parents/carers will be informed of this sanction. The sanction can apply to serious infringements of the behaviour policy or as an interim support to avoid a suspension following discussion on an individual basis of pupil background/context of behaviour/safeguarding/Think Twice information. Work will be requested and set by class teachers for pupils in the Columba Room. Pupils who do not attend 'upscaled' detentions are also referred to the Columba room.

As part of our strategies for behaviour management we may adopt a zero-tolerance policy with a pupil whose low-level behaviour is repeatedly unacceptable. Behavioural incidences are recorded on Class Charts which is shared with parents/carers.

In incidents where it is felt appropriate, a Pupil Progress Manager/ Member of SLT will suggest a contract is drawn up which the pupil and parent will sign to indicate that they understand the consequences of a possible future breach of the school rules. Where the school feels that a pupil's behaviour is deteriorating to the extent that permanent exclusion is becoming increasingly likely, a pupil support plan will be established. The parents/carers, pupil, and relevant external agencies will be invited to be involved in the establishment of the programme of intervention. Where appropriate, the completion of a risk assessment may be undertaken to support the pupil, other pupils and staff.

- Pupils start their day at 8.30am and finish at 3.45pm. However, if pupils display negative behaviour whilst completing the day in the Columba room they will repeat a full day the following day and could be issued with a further sanction
- Pupils eat their lunch at 1pm
- Pupils do not talk to other Pupils within the Columba room
- Mobile Telephones will be removed from pupils prior to their placement in the Columba room and kept in a safe
- Pupils will not be permitted to eat or drink other than at allocated times during the day in the Columba room
- Pupils will be expected to complete a reflection sheet and appropriate work that is provided
- Pupils will complete self-reflection work, academic work and behaviour/ personal development curriculum where appropriate

Please be aware that the educational environment is ever changing and modifications may be made to these procedures at any time.

15. Investigations

Pupils will be asked to write their account for all incidents, which require further investigation, such as a physical altercation. Preferably an 'Incident Statement Form' will be used to record the statement and pupils will be separated in order to write their account using a who, what, where, when, why format to provide specific details. Additional evidence such as CCTV (CCTV can only be requested by SLT/PPMs and PSMs) may be requested. Collated evidence will be used to decide on the sanction(s) to be applied and kept on file.

When an incident occurs in which a crime was or may have been committed, the school will consider whether to involve the police when investigating and resolving the incident.

16. Suspensions

The Headteacher may suspend a pupil from school in exceptional circumstances. Suspension is used for serious offences or where previous sanctions have failed to bring about an appropriate change in behaviour and if there is a serious risk of harm, to the education or welfare of the pupil or others in school. Details of our suspension policy and procedure can be found in our suspension and exclusion policy on our website.

Following a suspension, a 'Reintegration' meeting will take place with the Headteacher/ Deputy Headteacher, parent/carer, pupil and Pupil Progress Manager and Positive Behaviour Champion where appropriate. The pupil will be placed on a Pupil Progress Manager or Senior Leadership Report which is seen as a positive reintegration process; the pupil is able to gather comments of a positive nature from subject teachers and from staff observing positive behaviours at break and lunch times. Parents/carers sign this daily and the Headteacher/Deputy Headteacher summarises the pupil's commitment to learn from his/her mistakes at the end of one week. This is placed in the pupil's record folder.

All suspensions will be logged on SIMS and reports of reasons and duration shared with Governors and reported to the Local Authority. Governors will be given the details of personalised interventions and the impact of such strategies in supporting the pupil to avoid further exclusions. If a pupil is suspended on three occasions an Early Help Assessment will be considered.

17. Off-site direction

The following information with respect to off site direction and managed moves is taken from Warrington Borough Council's "Managed Moves And Off-Site Direction for Warrington Schools document.

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour.

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.

Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct.

Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part time support in alternative provision and continued mainstream education.

The off-site direction should be preceded by information sharing between St Gregory's and the receiving school or alternative provision, including data on prior and current attainment, academic potential, safeguarding concerns, a risk assessment and advice on effective risk management strategies.

Parents / carers must sign to consent to information and data sharing between schools and relevant professionals. It is also important for the receiving school to ensure that the pupil is provided with an effective integration strategy.

A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.

The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing board, who must hold review meetings.

Review meetings should take place between the school, parents/ carers, the pupil, and other agencies e.g. a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (i.e. SEND Caseworker if a pupil has an EHC plan or Virtual School Education Officer if the child is looked after by the local authority) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. The meetings should be frequent enough to provide assurance that the off-site direction is achieving its objectives.

The governing board must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what time period, including the reasons for it.

The focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour.

St Gregory's Catholic High School will ensure that detailed and accurate minutes of all meetings and reviews are produced and that copies are shared with all parties (ideally within two school days).

18. Managed moves

The following information with respect to "managed moves and off-site direction" is taken from Warrington Borough Council's "Managed Moves and Off-Site Direction for Warrington Schools" document.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents / carers and the admission authority of the new school.

Managed moves should only occur when it is in the pupil's best interests and should only be considered when there is a genuine belief that a fresh start would be beneficial for the pupil.

Prior to considering a managed move it is essential to establish the core reasons for the problems being experienced and/or the behaviours being displayed by the pupil.

Managed moves should be offered as part of a planned intervention. St Gregory's Catholic High School will evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move. Managed moves should take account of any safeguarding issues and/or current social care and/or early help input.

The managed move should be preceded by information sharing between St Gregory's and the new school, including data on prior and current attainment, academic potential, safeguarding concerns, a risk assessment and advice on effective risk management strategies.

As stated in Keeping children safe in education 2024: "Where children leave the school or school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and schools should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs), are aware as required." Parents / carers must sign to consent to information and data sharing between schools and relevant professionals. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

Schools must ensure that detailed and accurate minutes of all meetings and reviews are produced and that copies are shared with all parties (ideally within two school days).

If a parent/carers believes they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the local authority.

Within the school inspections framework, under leadership and management, Ofsted will consider any evidence found of a parent/carers being pressured into a managed move that has resulted in off-rolling and is likely to judge a school as inadequate on the basis of such evidence.

19. Governor Panel

A Governor Panel is used for pupils who are in danger of permanent exclusion where all other sanctions have failed to make them appreciate the seriousness of their situation.

The Governor Panel will be chaired by a Governor; the Headteacher, Deputy Headteacher, PPM and the pupil will attend the meeting with their parent/carer. SIMS and Classcharts records and all sanctions / interventions and their impact will be submitted. The consequences of a permanent exclusion will be clearly defined.

Parents/carers and pupil will be given an opportunity to contribute to the meeting and the panel meetings will be minuted. Following a Governor Panel a pupil will be placed on a Pastoral Support Plan which is to be signed by the parent/carer, pupil and Deputy Headteacher (pastoral).

Following further incidents of unacceptable behaviour, the following sanctions will be implemented: The headteacher will consider whether a permanent exclusion is necessary, alongside alternative options such as a managed move or off-site direction to improve behaviour.

20. Permanent Exclusion

The Headteacher may find it necessary to permanently exclude a pupil following investigation:

- In response to very serious breaches of the school's behaviour policy;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
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This is a very serious step and would not be taken lightly.

The Headteacher will inform the local authority and the governing board without delay of permanent exclusions.

In very exceptional circumstances, this step may be taken for a single isolated incident, such as:

- Physical abuse/ threatened violence of staff or against another pupil
- Carrying an offensive weapon/possession of weapons including real or replica knives, blades, razor blades, sharp points etc. including on the way to/from school
- Supplying/possession of an illegal drug/selling or attempting to sell such substances in school or on the way to/from school
- Risks to the health and safety of themselves, staff or other pupils
- **NB: This list is illustrative and not exhaustive. Other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies.**

21. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote the development of 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. Our Charisms, Celebration of the Word and our unique Catholic ethos

develops pupils' development of resilience through our prayer and liturgy, whole school catholic mission and understanding of the scriptures and faith in action

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents / carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

22. Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system is in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards that are reviewed with the pupil
- Long-term behaviour plans that are reviewed with the pupil
- Columba room with time for reflection and restorative work
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, which goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

23. Additional measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

St Gregory's will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- SEND passes may be issued to support with specific diagnosed SEND needs or a toilet pass for those with diagnosed medical needs. The Augustine Centre may issue an out of class pass for specific period of time whilst a pupil is receiving bespoke support. **These passes must not be abused and can be rescinded at any point if they are not used in conjunction within the agreed plan**

- When agreed by the class teacher, short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- Access to the SEND hub where applicable and in agreement with school staff for a short reset
- **School reserve the right to review and rescind all passes that are not used appropriately. If a pupil continues to leave class after a pass has been removed, this will be viewed as internal truancy**

24. De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- 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
- 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 a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I can’t help you with your work” becomes “if you return to your seat, I can help you with your work”

25. Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ or insignificant they feel it might be.

The school’s response will be proportionate, considered, supportive and decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include:

- Detention
- Isolation in Columba
- Suspension
- Permanent exclusion
- Involvement of police – PCSO; Community Officer

In addition to sanctions, the school will always consider the pastoral needs of the pupil(s) accused of misconduct and will ensure that there is education to support them in understanding the consequences of their actions.

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for responding to a report or carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

26. Zero tolerance approach towards abuse from parents / carers or visitors to the school

St Gregory's Catholic High School is committed to providing a working and learning environment free from abuse. Any form of abuse of staff and visitors will not be tolerated. Any adult or advocate for a young person found in breach of this policy will no longer be permitted to communicate with staff or access the school site and meetings will be terminated.

Anyone secretly filming or recording a meeting will be banned from attending the school site with immediate effect. Furthermore, parents/carers are not permitted to record telephone conversations with school staff. Anyone found doing so will receive a communication ban and the recording will be deemed inadmissible.

Please see the Parent/ Carer Code of Conduct and Communication protocol on our school website.

27. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

28. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of support, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

29. Physical restraint

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. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. As a school we follow the DfE Guidance on the 'Use of Reasonable Force'. Designated staff have 'Team Teach' training and certification.

What is reasonable force?

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

Who can use reasonable force?

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

When can reasonable force be used?

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- Prevent pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent pupils from attacking a member of staff or another pupil or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Incidents of physical restraint must

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Schools cannot use force as a punishment, it is unlawful to use force as a punishment.

30. Confiscation of banned items

This section covers a list of banned items from school. This list is not exhaustive and consideration will be given to additional items should the school consider them detrimental or inappropriate to the school environment. The list of banned items include:

- Fizzy/energy drinks/ chewing gum packets will not be returned to a pupil found to be in possession of them
- Jewellery in the first instance will be for the day, then one week for second offence, returned at the end of the week and repeated offence at the end of the term and parents/carers requested to come into school for item(s) to be returned
- Mobile phones are kept overnight in line with our E-Safety Policy. Classrooms to display 'No Mobile Phones' poster
- E-cigarettes, 'vape' liquid, lighters, cigarettes and other banned items will not be returned to a pupil found to be in possession of them

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or in some cases their parents / carers, after discussion with senior leaders and parents, if appropriate.

31. Power to Search

As a school we are guided and therefore follow the DfE guidance with regards to 'Searching, screening, and confiscation Advice for schools' ' 2022. This guidance states that:

- A school is not required to have formal written consent from the pupil for a search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to **agree**
- Searching **without** consent can be carried out if a member of staff suspects that the pupil has: Knives or weapons, alcohol, illegal drugs and stolen items; tobacco and cigarette papers, fireworks and pornographic images; and 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, or damage to property
- If a member of staff suspects a pupil has a banned item in his/her possession, then a Pupil Progress Manager or a member of the SLT will be sent for immediately. The Pastoral Deputy Head Teacher and/or the Pastoral Assistant Head Teacher / DDSL are authorised, to search a pupil and their property – they must always ensure that they have a witness present. In the absence of the named staff, the Head Teacher delegates the responsibility for carrying out a search to any member of SLT, there must always be a witness present. Where possible the person carrying out the search will be the same gender as the pupil
- Weapons and knives and drugs will be handed over to the police/police contacted for specific advice

NB: School staff can seize any prohibited item found as a result of a search. We also have the right to seize any item we consider harmful or detrimental to school discipline.

32. Screening

The law allows us to:

- Screen pupils by a walk-through or hand-held metal detector (arch or wand)
- If a pupil refuses to be screened, we may refuse to have the pupil on the premises
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence will be treated as unauthorised
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers of search without consent

33. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

34. Legislation and statutory requirements

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy

35. Roles and responsibilities

The **Governing Board** will have overall responsibility for:

- 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
- Supporting a whole-school culture where calm, dignity and structure encompass every space and activity and our catholic social teaching principles and Charisms can be fully embodied
- Handling complaints linked to this policy, as outlined in the school's Complaints Procedures Policy
- Ensuring this policy is published on the school website
- Support the practical strategies of the policy by holding disciplinary panels for pupils and their parents/carers when there are serious concerns over poor behaviour

The **Headteacher** will be responsible for:

- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring its effectiveness to addressing SEMH-related drivers of poor behaviour
- Having regard to guidance provided by the governing board on promoting good behaviour
- Determining the school rules and any disciplinary sanctions for breaking the rules
- Publicising this policy in writing to staff, parents and pupils at least once a year

The **Deputy Headteacher** for pastoral life will be responsible for:

- The day-to-day implementation of this policy
- In association with the Headteacher, assist in determining the school rules and any disciplinary sanctions for breaking the rules
- 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
- Overseeing the whole-school approach to behaviour for learning and 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
- Supporting behaviour management in line with the SEND policy

The **SENDCo** will be responsible for:

- Collaborating with the governing board, headteacher and the pastoral deputy headteacher, and SLT, to determine the strategic development of behaviour and SEMH provisions in the school
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

The **Curriculum Leader** is responsible for the maintenance of good order and discipline within the department. If any member of staff is experiencing difficulties with a particular pupil or a particular class then they should seek the support of their Curriculum Leader.

The Curriculum Leader will:

- Reinforce the school system for classroom management as well as any other more specific departmental requirements related towards pupil behaviours that do not come under the generic school expectations
- Support all staff in their department by writing letters home, emails, telephoning or arranging meetings with parents/carers of any pupils who are not progressing at the rate that they should be or affecting the education of other pupils due to poor behaviour
- Use Pupil Progress Panel Meetings and Review Meetings to highlight specific issues. Core Curriculum Leaders will report on Classroom strategies which have been used to improve behaviour and impact on progress

The Pastoral Support Manager (PSM)

- Manage the behavioural issues within their year group
- Assist Form Tutors in relation to uniform/appearance expectations
- Speak to pupils/ remove from the classroom during the school day
- Collect pupils at the end of the school day/ break and lunch times to support subject teachers/PPMs/SLT as required

The Pupil Progress Managers (PPM)

The PPM is responsible for gaining an overview of a pupil's behaviour and learning across the pupil's whole school experience and is responsible for the main liaison with parents/carers. This includes both their Academic and Pastoral Progress.

- PPMs are able to use the Columba Room as a sanction

Concerns about pupils in subject areas should not be referred to the PPM but the Curriculum Leader.

The Form Tutor

The Form Tutor will play a very important role in ensuring that all pupils are set up to meet the standards of appearance and attitude expected at St. Gregory's, therefore starting the day the way that they need to continue it.

Form tutors will carry out daily checks on:

- Uniform
- Makeup
- Jewellery
- Equipment and readiness to learn

The Form Tutor who must be proactive in distributing makeup wipes/ confiscating items and recording this on Class Charts.

Form Tutors will use weekly Class Charts achievement and behaviour information and lesson Monitor data to prompt and support pupils regarding expectations. Personal mentoring of Form Group members will be discussed with PPMs.

PPM may sanction a 'Form Tutor Report Card' which will be overseen by the Form Tutor.

Form Tutors will contact parents/carers to support a pupil in making correct choices including being punctual, adherence to school rules, homework, and attitude to learning in lessons.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, regardless of their prior attainment through adaption of their pedagogy.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, including implementing their pupil passport where applicable.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents / carers, ensuring that they feel included in their child's educational experiences.
- Know who their vulnerable pupils are: Think Twice; CIC; PP; FSM; SEND

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority including the Headteacher, Deputy Headteacher, SENCO, Subject leader, the pastoral year team and Positive Behaviour Champion where appropriate.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Following instructions to protect the health and safety of themselves and all members of the school community both within classrooms and outside of classrooms. This includes ensuring that they are punctual to all lessons and form time and remain in their designated spaces/ classrooms where they are supervised. Failure to do so, constitutes a breach in health and safety requirement
- Ensuring that any passes they may be issued to support with additional needs are not misused and instructions issued by staff are followed.

Parents / carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

Parents are expected to:

- Discuss any behavioural concerns with the class teacher promptly
- Support the school's core Catholic ethos and values as stated in our Mission Statement
- Sign and abide by the School's 'Home School Partnership Agreement'
- Take responsibility for their child's behaviour throughout their time at St. Gregory's Catholic High School
- Ensure full attendance and an impeccable punctuality record
- Support the school in celebrating success as well as carrying out sanctions
- Play an active role in supporting their child's educational development both at home as well as at school

Pupils and Parents/carers must be aware that sanctions also apply to misbehaviour when a pupil is:

Taking part in any school-organised, or school-related

- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

All pupils are ambassadors of St. Gregory's and they should do all they can to promote the good name of the school in the locality because the school's reputation depends on how they behave. The highest standards of behaviour are expected beyond the school environment and failure to adhere to our behaviour and expectations whilst on school trips, representation at events, including sporting activities etc. will result in sanctions being applied.