



St. Gregory's Catholic High School

Behaviour for Learning 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) the Senior Leadership Team on 14th February 2022 prior to the submission of the policy to Governors Community Committee for scrutiny and recommendation to the Full Governing Board for approval

Policy Review Dates:

Date last approved by Full Governing Board: 10th December 2019

Date submitted to Governors' Committee: 3rd March 2022

Date submitted to Full Governing Board: 30th March 2022

Review Frequency: Annual

Start date for policy review: January 2023

Introduction

The aim of St. Gregory's Catholic High School is to provide an experience of a Christian community in which is established a spirit of mutual trust, respect and co-operation: "thus will be fostered the fullest spiritual, academic and personal development" of our pupils. Pupils, Parents/Carers, Governors and Staff work in partnership. Effective teaching and learning can only take place in a well ordered environment. Promoting positive behaviour requires the commitment of all members of our school community. Consistency of practice is vitally important for our continued success. This policy strives to engage all members of our community. The sharing of common goals is essential to the well-being of our community and to the fulfilment of the high aspirations we have for all our pupils as 'ONE FAMILY...INSPIRED TO LEARN'. We recognise that positive behaviour for learning has to be taught, modelled and observed by our pupils for which all staff are responsible for on a daily basis.

General Principles

The clear yet profound justification for a Catholic education, and for a Catholic school as a separate entity, is to be found in the Catholic faith. The Catholic school seeks its definition in the Gospels and the example and teaching of Christ. It is from this foundation that St. Gregory's faces the cultural conditions and challenges of contemporary society. We take our inspiration from Christ; courtesy, hard work, respect, integrity, sensitivity and thoughtfulness are the qualities for which we strive in all that we do. Our Mission Statement is known, owned and understood in a practical sense by our school community. The content forms the integral basis for our school's commitment to Social and Emotional Aspects of Learning encapsulated in the motto created by our pupils: 'SEAL it with Respect'.

It is our belief that if our approach to behaviour management 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.

We strongly believe that the vast majority of pupils at St. Gregory's Catholic High School want to behave well and in turn want to learn in a positive environment. With a strong emphasis on 'positive' behaviours and Rewards, it is our belief that we can help all of our pupils to be the best they can be.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Establish effective classroom management strategies and support all staff when dealing with and reporting negative behaviour
- Communicate what good behaviour is and why it is important
- Outline how pupils are expected to behave
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Reward good behaviour in a way that is recognised and valued by the pupils

- Make clear sanctions to be used as a consequence of continued unacceptable behaviour
- Involve parents/carers in supporting our policies and practices
- Promote within pupils:

responsible behaviour	tolerance
self-discipline	resilience
self-respect and awareness	empathy
respect for other people and their property	motivation
respect for school property	
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Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

Definitions

Misbehaviour is defined as:

- Disruption in lessons (in the classroom or online), in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Poor attitude to staff or peers
- Incorrect uniform
- Inappropriate behaviour travelling to and from school and anytime when wearing our school uniform
- Inappropriate behaviour during extra-curricular activities

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Violent or aggressive behaviour towards other pupils
- Verbal abuse of staff
- Theft
- Fighting
- Defiance of authority
- Deliberate damage to property
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Tampering in any way with safety equipment, including fire extinguishers/setting off the fire alarm etc
- Persistent defiance of school rules in relation to specific items such as mobile phones, chewing gum and fizzy/energy drinks
- Possession or misuse of substances of banned items:
 - Alcohol
 - Illegal drugs
 - Tobacco and cigarette papers
 - E-cigarettes (vapes) (vape liquid)
 - Lighters/matches
 - Fireworks
 - Pornographic images
 - Any article a staff member 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
 - Stolen items
 - Knives or weapons, including real or replica knives, blades, razor blades, sharp points
 - Laser pens
- Recording of pupils or staff on the school premises

- Making a social media account using the school name
- Making defamatory comments about staff or pupils on social media
- Any other incidents of an extreme nature

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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.

The Curriculum and Behaviour

There is a strong relationship between behaviour and the curriculum and the link between good behaviour and good teaching is well established.

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.

Behaviour management

Expectations for Classroom Behaviour

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

At the start of the lesson pupils should:

- Arrive on time in full school uniform
- Line up responsibly
- Enter the room in an orderly manner
- Sit in allocated seat
- Get out equipment, Pupil Planner, and put your bag away safely
- Remain silent when the register is being taken until spoken to.

During the lesson

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

At the end of the lesson

- Pack away promptly
- Leave the room in a quiet and orderly way.

Attitudes to Learning (AtL) posters (Appendix B) are displayed in every classroom and should be referred to as reminders to our expectations.

Classroom management

The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupil, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have bearing on the way pupils behave. Rooms which are Form Bases must conform to requirements under 'Display Checks' (Appendix L). Items marked with an * must be in all rooms.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

All classroom areas at St. Gregory's Catholic High School should:

- Be tidy and well organised
- Arrange materials and resources to aid accessibility and reduce uncertainty and disruption.
- Have displays to help progress and develop self-esteem through demonstrating the value of every individual's contribution
- provide a welcoming environment
- be clear of litter and food
- Display the AtL and Sanctions Ladder poster

Any staff using classrooms that facilitate the use of specialist equipment such as computers, Bunsen burners, craft knives, scissors or other specialist equipment, should follow more specific departmental guidance in managing these resources.

6. Pupil code of conduct

Key expectations are outlined in pupils' Pupil Planners which serve as a daily reminder of our expectations (Appendix D). All pupils must agree to, and sign, our Home-School Partnership contract (Appendix E)

Pupils are expected to:

- 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 others
- 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' (Appendix F)
- Behave in a reasonable manner which will not put others at risk
- 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 members of staff and each other
- Move quietly around the school
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

'SEAL it with Respect' is a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in our school.

We promote SEAL to ensure

- Effective, cooperative learners who make and maintain positive relationships.
- Self-motivated pupils.
- Respectful, understanding young adults.

Our School Prayer, written by pupils, inspired by our Mission Statement, should be displayed and read during Form Time and in all subject lessons every Friday P5 to remind all of our community of our core purpose as a Catholic school.

Pupils and staff designed a SEAL Contract to remind us of our desire to work together to create a happy, vibrant and thriving community:

SEAL CONTRACT

St Gregory's will ...

- Help us to achieve our potential
- Give us a good education
- Encourage us to meet new people and make friends
- Help us to develop our social skills e.g. respect others
- Help us to make the best of all parts of our life

by...

- Giving us the best education possible
- Offering help and support when we need it
- Giving us a good example through the behaviour of those around us
- Motivating, encouraging and inspiring us to do our best

I, as an individual, will ...

- Set my sights high and try my best to achieve my goals
- Respect my school and the people around me
- Help and encourage those around me
- Take a pride in myself and the school community to which I belong

by ...

- Working hard and listening to the advice of the adults around me
- Showing good manners and behaving well
- Actively listening to others and considering their feelings
- Actively contributing to the life of the school in a positive way

As a result, we will work together to create a happy, vibrant and thriving community at St Gregory's

Pupils at St. Gregory's Catholic High School are expected to:

1. always try to understand someone else's point of view, have respect for them and recognise that there are individual differences which we should tolerate as members of a Christian community
2. make it easy for everyone to learn and for teachers to teach
3. move quietly about school showing care for others. In corridors always walk on the left.
4. speak politely to everyone at all times. Show care and respect to all adults at all times
5. keep the school clean and tidy so it is a welcoming place for everyone. Respect the buildings and equipment, put litter in the bins, keep walls and furniture clean and unmarked and take great care of the displays we have. The 'STOP! THINK! Aide memoire should be followed at the end of every lesson (Appendix H)
6. ensure that all food and drink brought into school is consumed in the dining areas. (Appendix I)
7. comply with: our Non-Smoking Policy (on school site and on way to and from school), Mobile Phone Policy (see E-safety Policy/Personal Electronic Devices Policy and Pupil Planner summary), fizzy/energy drinks and chewing gum bars
8. take pride in their appearance which must reflect the dress and appearance code of the school. (see School Uniform Policy)
9. not take part in or condone any form of bullying, including 'cyber bullying' which is a form of harassment and can be classed as a criminal offence. Pupils are requested to report any suspicion of bullying immediately to a member of staff or inform their parents. (Our Anti-Bullying policy develops this aspect of behaviour)
10. remain on site at all times unless they have permission from their Pupil Progress Manager to leave the site for a specific reason. Pupils who have permission to leave must sign out and in at reception. Pupils must NEVER leave the school site before registration/Collective Worship once they have entered the school.

Rewards and sanctions

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.

- | | |
|--|---|
| ✗ Outstanding effort | ➤ Weekly attendance 100% |
| ✗ Outstanding progress | ➤ Weekly punctuality 100% |
| ✗ Outstanding contribution | ➤ Outstanding piece of work/homework |
| ✗ Participation in Collective Worship | ➤ Outstanding collaborative work |
| ✗ Contribution to whole school/community life | ➤ Consistently working to a high standard |
| ✗ Excellent use of coaching/leadership skills | ➤ Outstanding performance in a test/assessment |
| ✗ Attendance at additional classes/extra-curricular events | ➤ Sustained improvement in performance/effort/work rate |
| ✗ Outstanding AtL | ➤ Improved attendance |

These are recorded on SIMS achievements which have credit values attached to them.

Lesson Monitor is also used to detail attitude to learning as graded in every lesson by subject teachers. *Should a pupils ATL be moved to a 1 this must be recorded as an achievement point.

Rewards can be given in many forms (Appendix J) 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 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
- Recognition of contributions in 'The Net', on school website and on Year Group celebration boards
- Certificates/postcards/letters for attendance, and punctuality
- Year Group rewards and trips including films, ice-skating, bowling, prize draws, vouchers
- Collective Worship for weekly acknowledgement of leading Form Group/ pupil performance
- Selection for Pupil Leadership roles – Young Leaders, Peer Mentors
- Annual SEAL Awards for each year group to recognise effective, cooperative respectful learners who make and maintain positive relationships both within and beyond the classroom
- Annual Y11 Awards for specific recognition (Appendix K)

Use of Rewards and Incentives and the Healthy School Initiative

Rewards and incentives promote the emotional health and well-being of pupils, raising their self-esteem and promoting positive attitudes. Rewards should be varied and have impact and can include the use of chocolates and sweets provided that it is within the context of promoting the importance of a healthy and balanced diet.

Sanctions

In order that our community functions effectively, safely and happily, expectations of pupils are high. Consideration for others is stressed, as is the importance of each pupil fulfilling his or her potential. A range of sanctions and procedures are applied to ensure discipline is firm and fair. Teachers exercise their professional judgement within the context of the strategies and procedures of our policy and record unacceptable behavioural incidents on SIMS behaviour which is used in discussions with Pupil Progress Managers, members of the SLT and parents/carers in order to address behavioural issues/concerns and to provide targeted interventions so pupils are guided to make the right choices.

The following guidelines are an indication of the steps to be taken with disruptive and poorly behaved pupils. A pupil would move through the hierarchy of sanctions although for serious incidents the Pupil Progress

Manager, SLT member or the Head teacher may consider moving immediately to a higher-level sanction. Action may also be considered in conjunction with other policies when dealing with serious incidents.

Sanctions are outlined in the Sanctions Ladder as requested by pupils and staff September 2020 and highlight a hierarchy of graduated sanctions. (Sanctions Ladder Appendix C)

SIMS behaviour reports and Lesson Monitor data can be generated at any time by PPMs/SLT to use with pupils/parents and carers and Governors. Staff have the ability to add specific details of incidents as well as log a behaviour marks on Sims Behaviour.

Examples of sanctions used include:

- A verbal reprimand
- Sending the pupil out of the class to speak to them
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to the Curriculum Leader, PPM or a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Putting a pupil on a 'Pastoral Support Plan'

Detention – will be used by all staff including Form Tutors, Subject Teachers and Curriculum Leaders, as a sanction for persistently poor behaviour, poor attitude to work, failure to submit work, or persistent lateness.

- Break detention & lunch time detention- parents will not have notice of same day break detentions.
- After-school detention is used as a serious sanction after other efforts to solve the problem have been unsuccessful. The teacher will give the pupil a detention slip (Appendix M) that parents are required to sign; 24 hours' notice will be given to parents and staff will state the date, time, length, of the detention and the reason why.

NB: No member of staff should ever be alone in a classroom with a pupil as dictated by our Safeguarding Policy.

SLT Detention: This is a higher level given by Pupil Progress Managers/members of the SLT and takes place after the school day has ended on a Friday (or last day of term). Timings, venue, reasons for supervision will be given to pupils and slips will be signed by parents/carers (Appendix N).

All detentions must be logged on SIMS behaviour.

Reports – for consistently satisfactory/unsatisfactory attitude to learning or serious misbehaviour within/beyond the classroom: Curriculum Leaders, Form Tutors, Pupil Progress Managers or members of SLT can place a pupil on report and have his/her report signed each day. Parents/carers will be informed and, if necessary, asked to visit school to discuss the problem and a successful way

forward. Reports are colour-coded in relation to the level of intervention in order to support a pupil to make the right choices:

- Green: Form Tutors
- Orange: Pupil Progress Manager
- Red: SLT

All reports will detail specific targets in order to support the pupil as they are seen as a positive intervention method.

Recording of behaviour/attitude may be through: coding symbols or written comments – staff, SLT, parent/carer.

They will be checked at the end of the school day by named staff member and taken home to be signed by parents/carers. Copies of all reports will be placed in pupil files by PSMs.

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

On Call: SLT/PPM/PSM may be called for by a member of staff if the behaviour is deemed to be level 4 on the sanctions ladder. (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 SIMS as a pupil requiring internal isolation.

NB: Pupils should never be placed outside a classroom as a sanction due to safeguarding concerns.

Columba Room – this is used to accommodate pupils referred by **SLT/PPMs 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 fixed term exclusion following discussion on an individual basis of pupil background/context of behaviour/safeguarding/Think Twice information (Appendix O: Recording/Referral Sheets) Work will be requested and set by class teachers for pupils in the Columba Room.

Pupils who do not attend a given detention are also sent to the Columba room.

The Columba room is overseen by the Deputy Headteacher (Pastoral).

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. SIMS behaviour details and Lesson Monitor gradings will be 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. Another supportive measure will be the completion of a risk assessment (Use Warrington template and letter Appendix Q) as a supportive measure for pupil, other pupils and staff.

Fixed term exclusion - the Headteacher may exclude a pupil from school in exceptional circumstances. Fixed term exclusion 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 exclusion policy and procedure can be found in our exclusion policy on our website.

Following a fixed term exclusion, a 'Reintegration' meeting will take place with the Headteacher/ Deputy HeadTeacher, parent/carer, pupil and Pupil Progress Manager. 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 Head Teacher/Deputy Head Teacher 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 exclusions will be logged on SIMS and reports of reasons and duration shared with Governors and LA once a term. 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 excluded on three occasions an Early Help Assessment will be considered. Warrington Fixed Term Exclusion Guidance (March 2018) will be referenced in cases of Fixed Term Exclusions.

Investigations

Pupils will be asked to write their account for all incidents, which require further investigation, such as a physical altercation. Preferably 'Incident Statement Form' (Appendix P) 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.

Governor Panel

A Governor Panel is used for students 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 Head Teacher, Deputy Head Teacher, PPM and student with parent/carer will also attend the meeting. SIMs 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).

Permanent Exclusion – The Head Teacher may find it necessary to permanently exclude a pupil following investigation:

- In response to a very serious breach 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.
- This is a very serious step and would not be taken lightly.
- The Head teacher will inform the local authority and the governing body 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

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.

Further details concerning exclusions are provided in the school's Exclusion Policy and with reference to Statutory Guidance which came into effect on 1st September, 2017.

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' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
- Sanctions for sexual harassment and violence may include:
 - Detention
 - Isolation in Columba
 - Fixed Term exclusion
 - 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
- 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.

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 help, 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.

Physical restraint

As a school we follow the DfE Guidance on the 'Use of Reasonable Force'. Named 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
- Schools generally use force to control pupils and to restrain them. 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 should always try to avoid acting in a way that might cause injury, but in extreme cases in 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?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes – to control pupils or to restrain them
- 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

Schools can use reasonable force to:

- 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; and
- 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 always unlawful to use force as a punishment.

Confiscation of banned items:

- 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 (Appendix T).

- 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 after discussion with senior leaders and parents, if appropriate.

Power to Search

As a school we are guided and therefore follow the DfE guidance with regards to 'Searching, screening, and confiscation' January 2018. 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 should be sent for immediately. The Pastoral Deputy Head Teacher and/or the Pastoral Assistant Head Teacher 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.

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 should 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.

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.

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.

Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

Roles and responsibilities

The governing body will:

The Governors are responsible for reviewing and approving the written statement of behaviour principles (Appendix A).

- Define the principles underlying the school's Behaviour for Learning Policy
- Ensure that all aspects of the policy promote equality for all pupils and addresses individual needs and requirements
- Monitor, evaluate and review the implementation of the policy by requesting regular reports and data
- 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

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (Appendix A). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher will work with the Deputy Headteacher (Pastoral), regarding specific incidents or serious misbehaviour of pupils exhibiting persistent anti-social behaviour either inside or outside the classroom/beyond the school day.

Exclusions will be discussed with the Headteacher who is responsible for exclusions and the signing of letters to parents/carers. (In his absence this will be delegated to Deputy Head Teacher (Pastoral). Reintegration meetings with pupils and parents/carers will be detailed in the exclusion letter.

Staff

All staff are directed to Teachers Standards and CES Policy regarding Teaching in a Catholic School as defined requirements and expectations. Communication with parents/carers via phone, letter, email must be in accordance with our Code of Conduct Policy.

All staff should:

- Set high expectations of behaviour which inspire, motivate and challenge
- Create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable, happy, safe and secure
- Model in their own actions the expectations that the school has for our pupils
- Look to approach behaviour management positively
- Recognise and celebrate achievements in an attempt to raise self-esteem of all pupils so as to develop their full potential
- Ensure that the Behaviour for Learning Policy is applied consistently and fairly both inside and outside the classroom
- Encourage pupils to take responsibility for their own behaviour
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents on SIMS
- Know who their vulnerable pupils are: Think Twice; CIC; PP; FSM; SEND

The senior leadership team will support staff in responding to behaviour incidents.

Form Tutor

The Form Tutor should 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 should carry out daily checks on:

- Uniform
- Makeup
- Jewellery

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

Form Tutors will use weekly Sims 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 should 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.

Subject Teacher

The subject teacher is responsible for the maintenance of good order and discipline in their classroom. The learning of the pupils in the classroom is a teacher's professional responsibility and in the final analysis only they can resolve the behaviour management issues in their classroom. Staff are expected to use academic, pastoral, safeguarding (Think Twice) Information to personalise the learning.

The classroom teacher can contact parents/carers. Curriculum Leaders/PPMs should be made aware of such liaison in order to maximise impact.

Subject teachers MUST accurately record a pupil's AtL and the appropriate achievement or behaviour mark. Subject teachers are responsible for following up misbehaviour with the appropriate sanction.

Curriculum Leader

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 should:

- 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.

Pastoral Support Manager (PSM)

- 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.

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.

Senior Leadership Team (SLT)

The role of the Deputy Headteacher (Pastoral), along with the Assistant Headteachers (Pastoral) is to support PPMs with the various elements of their roles. Serious incidents of a Safeguarding nature which require assistance are covered by the 'On Call rota' and staff should use the 'On Call' email to request assistance.

Parents

Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- 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' (Appendix E)
- 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
- Use their child's Pupil Planner as a daily/weekly means of supporting attitudes to learning and behaviour both in school and at home

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 activity (Appendix G: Pupil Expectations/ Extra Curricular PE Contract from Pupil Planner)
- 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.

Young Leaders

Young Leaders, are appointed, in part, to help the staff run our school and are part of our discipline and reward systems. They do not impose sanctions but will assist staff in duties which are necessary for the smooth, efficient running of the school. All pupils are expected to comply with all appointed Young Leaders who will report issues to senior staff.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body, annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (Appendix A) will be reviewed and approved by the Governing Body annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-Bullying Policy
- Learning and Teaching Policy
- Attendance Policy
- Drugs Education Policy
- E – Safety Policy
- Equality Policy
- Personal Electronic Devices Policy

- Special Educational Needs Policy
- Uniform Policy
- Exclusions Policy

Appendix A: written statement of behaviour principles

- Provide an experience of a Christian community in which is established a spirit of mutual trust, respect and co-operation.
- Every pupil understands they have the right to feel safe, valued, respected and listened to and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

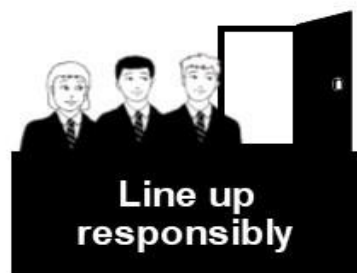
The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.





Expectations



Appendix E

Home-School Partnership

In order to achieve our aims the basis of our Home-School Partnership is for the school to:

- Provide a Catholic education based on the example and teaching of Christ.
- Provide a broad and balanced education within a framework of teaching, learning and guidance appropriate to the age and ability of each individual young person
- Set and mark pupil's work in line with school and subject policies
- Monitor your child's progress
- Report to parents / carers on their child/ ward's progress and their attitude to learning.
- Provide advice and guidance on the programmes of study which your child/ward is following.
- Be available should you have any concerns and to inform you if your child/ward is experiencing any difficulties.
- Contact parents/carers if there are problems/concerns with attendance/punctuality, behaviour or equipment
- Provide regular opportunities for you to discuss your child/ward's progress with his/her teachers
- Operate a behaviour code to provide an ordered and safe and secure community
- Keep you regularly informed of general school issues
- Use a range of forums to recognise and celebrate achievement and involvement
- Provide a range of extra-curricular activities
- Make every effort to enable all pupils to achieve high standards of work and behaviour by building positive relationships and developing a sense of individual responsibility
- Teach pupils the principles of personal safety, in particular, e-safety and support them in the appropriate use of social sites
- Value all pupils as individual members of the school community

Signature of school representative: C.McKenna

The responsibilities of the parent/carers are to:

- Ensure that my child/ward attends school regularly (minimum attendance of 97% is expected)
- Ensure that my child/ward is on time to school, at the school gate no later than 8.40am
- Contact the school with an explanation on each day my child/ward is absent
- Not take holidays in term-time
- Ensure that my child/ward is equipped for learning each day
- Make the school aware of any problems/concerns that might affect my child/ward's work or behaviour
- Attend Parental Engage Evenings and other information evenings that will support my child/ward
- Support the school in ensuring that my child/ward behaves in an appropriate manner on the way to and from school
- Make sure that my child/ward wears full school uniform and P.E. kit, and adheres to jewellery/ makeup/appearance rules.
- Support the school's homework policy and monitoring of homework using the school app
- Support the school's Behaviour for Learning and Electronic Device Policy
- Encourage responsible behaviour on the journey to and from school including on public transport
- Actively encourage their child/ward to take part in extracurricular activities
- Support all e-safety guidance/rules, including non-use of mobile phones on school premises
- Check my child/ward's use of social networking sites and seek advice if and when appropriate
- Support the school in its expectations of good behaviour and positive attitudes to all aspects of learning
- Support the school in the application of sanctions when wrong choices have been made

- Provide the school with up-to-date information regarding telephone numbers, changes of address, emergency contacts, medical information etc
- Support the school in ensuring a healthy and safe environment for all

Signature of parent/carer

The responsibilities of the pupil are to:

- Attend school regularly (minimum attendance of 97% is expected)
- Be punctual to school, at the school gate no later than 8.40am
- Bring the correct books and equipment needed for each lesson
- Wear correct uniform at all times on school premises
- Observe the behaviour code and behave with courtesy and respect in corridors, public spaces and the school field
- Try to build positive relationships with all members of the school community and take responsibility for my own actions
- Respect school property and equipment
- Tell an adult about any issues that might affect my work or behaviour
- Not use mobile phones in school
- Follow the Student Acceptable Use Policy when using all forms of technology and report any misuse immediately to a member of staff
- Behave in an appropriate manner on the way to and from school

Signature of young person



Appendix G

Pupil Expectations

Extra-Curricular PE Contract

Being selected to represent St. Gregory's Catholic High School means that you agree to:

- Turn up to practice and matches on time, enthusiastic and wearing the appropriate kit.
- Remember to check the notice board for team information.
- Inform your PE teacher if I am unable to play.
- Follow the teacher's instructions for your own safety and the safety of the team.
- Strive to do your best not only to win but to represent St. Gregory's Catholic High School in the best possible way.
- Respect match officials, spectators and all staff representatives
- Be respectful and behave in an appropriate manner on transport provided to and from the match.
- Thank the opposition for the match regardless of the result.

Failure to adhere to the above could result in my place on the team being withdrawn. Remember: to be part of a team at St. Gregory's is a privilege and your commitment and behaviour should reflect this.

Educational Visits

On Educational visits arranged outside school, you are required to:

- Follow St Gregory's Code of Conduct regarding safety, instructions and behaviour (Policy on website).
- Co-operate fully with leaders at all times and respect all requests and requirements made by staff and other adults responsible for the visit or activity.
- Fulfil any tasks or duties set prior to and during the visit.
- Participate fully in all activities and sessions during the visit.
- Be punctual at all times.
- Always return to the meeting point or accommodation at agreed times.
- Avoid behaviour which might inconvenience others; be considerate to others at all times.
- Behave at all times in a manner which brings credit to yourself, to the party and our school.
- Adhere to the rules and regulations of the venue/centre.
- Accept that a full written report of any misconduct/breaches of safety rules will be made and parents informed.

Signed	_____	(Pupil) Date	_____
Signed	_____	(Parent/Carer) Date	_____





Appendix J

REWARDS

All formal acknowledgements i.e. postcards, letters, phone calls home, prizes, certificates, awards, recognition in publications by staff/ Governors, to be recorded on Sims.

GOVERNORS	Standards/Community Committee –SLT names for specific recommendations. Letter Home. Meeting in school
HEAD TEACHER	Headteacher's Award Y11 –Awards, certificates, book prizes Public Recognition and Praise on Year Boards SEAL Award Presentations –Trophy, Certificates, Stars Report to the Governors Celebration article in 'The Net', on website Parental Contact – letter/email
DEPUTY HEADS ASSISTANT HEAD TEACHERS (SLT)	Visits to classes Form Group visits Recognition and Praise in Collective Worship Celebration Evenings Letters home to parents-involvement/contribution to school life 'The Net' and Year Group Boards
PASTORAL SUPPORT MANAGERS PUPIL PROGRESS MANAGERS	Annual SEAL Award End of Year Trip Termly Treat/ Evening Activity Acknowledgement on Year Group Board Names in 'The Net', on website, 'Warrington Guardian' Postcards/certificates/letters to parents following data collection/AtL Contact with parents – phone calls/e-mails Attendance/punctuality Certificates/Vouchers Report improvement- 'goodies' Verbal praise and recognition in Collective Worship/ Subject Classes/ Form Time visits
SUBJECT LEADER	Certificates- termly nominations for achievement. Letters home, postcards Departmental gifts e.g. bookmarks, pens, pencils, additional credits Departmental Competitions/Activities –acknowledgement in Collective Worship/vouchers Parental Contact – phone/e-mail/postcards/ letter to parents/carers Referral to PPM/SLT for specific recommendation/acknowledgement.
SUBJECT TEACHERS/TAs	Stickers, stamps, positive comments on work, work displayed, postcards home, comments in Pupil Planner. Lesson Monitor gradings (1) Achievement point Parental contact. Referral to HOD.
FORM TUTORS AND SUPPORT STAFF	Stamps, stickers, comments in Pupil Planner, phone call/note to parent, Achievement points Referral to PPM

Appendix K

Year 11 Special Awards

- **Peter McDonagh Award** for recognition of outstanding contribution to school life.
- The Performing Arts Award
- **The Stephen McLaughlin Award** for recognition of significant contribution of a boy to the sporting life of school.
- **The Sylvia Ellis Award** for recognition of significant contribution of a girl to the sporting life of the school.
- **The Richard Gilmore Award** for recognition of positive attitude to school life.
- **The Peter McGann Award** for the pupil who best embodies the spirit and values of the school.
- **The Tom Brophy Award** for outstanding progress.
- **The Felicity Farrell Award** for outstanding effort and commitment.
- **The Rose Howard-Rigby Award** for resilience.

Appendix L

Form Tutors: Quick Reference

Form Time

(No student should be collecting/returning registers during Form Time)

ED	Register – in silence (Registers must be taken at 8.50 a.m.)	
ED	Seating Plans – available with relevant information	
ED	Collective Worship Prayer board Gospel Themes	SEAL Links Reflection/ Thought for the Day
W	Sims Behaviour Graphs/AtL Data Positive Celebrations Competitive element Changing behaviours/way choices	

Display checks		
All classrooms must have: <ul style="list-style-type: none"> A Crucifix 		All Form Rooms must have: <ul style="list-style-type: none"> A Sacred Space/Prayer board Saint Information/ Picture A Form Notice Board
Posters		
<ul style="list-style-type: none"> › 'Seal it with Respect' Banner › SEAL Tree › Mobile Phones › SEAL Contract/ Expectations › Stop Think! (on exit door) › Attitude to Learning poster › SEAL Target Card 	<ul style="list-style-type: none"> › 'Our school is a place...' › Mission Statement › School Prayer › Attendance Poster › Punctuality poster 	<ul style="list-style-type: none"> › Sanctions Ladder › Questions for Quality Thinking Levels › Departmental Progression/AWL Information › Emergency Evacuation Procedure (Picture one) › Room Plan (You are here)
ED	Uniform checks/nail varnish and makeup removal/ jewellery confiscation	
ED	Pupil Planners on desks	
W	Pupil Planners checked and signed	
ED	Mentored /students on report checked	

ED: Every day W: Weekly

In addition, time will be allocated to preparation for: Year Group Collective Worship, themed events/activities, reports, Parents' Evening, Year Group Specific (e.g. Options).

Collective Worship: Form Groups

Form Tutors must be in the Drama Theatre by **8.40 a.m.** in order to check students on arrival and to complete registers.

At 8.50 a.m. all staff should be ready to take part in Collective Worship in order to role model expectations and reinforce key theme messages during the week. Attached staff will be given specific duties in relation to uniform/appearance checks, entry/exit expectations, late arrival of students.

Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

Y11	Y9	Y8	Y10	Y7
-----	----	----	-----	----

Appendix M



After School Detention

Date:

Dear Parent/Carer

Your son/daughter of form
has been given an after school detention for minutes to be served on

The reason for this detention is
.....
.....

Please acknowledge receipt of this notice by signing and returning the tear off slip to myself.

Yours sincerely

Name of Teacher Signature

✂-----

To: (Teacher's name)

I understand that my son/daughter of Form
will be serving an after school detention of minutes, on

Yours sincerely

Name of Parent/Carer Signature

PLEASE NOTE: If for any reason the named teacher is absent, your son/daughters should, in the first instance report to the Head of Department and if unavailable MUST report to the PASTORAL OFFICE.

One family... inspired to learn.'



SEAL it with RESPECT

Appendix N



SLT Detention

Date:

Dear Parent/Carer

Your son/daughter of form

has been given an after school supervision for minutes to be served on

The reason for this supervision is

Please acknowledge receipt of this notice by signing and returning the tear off slip to myself.

Yours sincerely

Name of Teacher Signature



To: (Teacher's name)

I understand that my son/daughter of Form

will be serving an after school supervision of minutes, on

Yours sincerely

Name of Parent/Carer Signature

PLEASE NOTE: If for any reason the named teacher is absent, your son/daughter MUST report to the PASTORAL OFFICE.

One family... inspired to learn.'

SEAL it with RESPECT

Appendix O

Columba Room Referral & Record Sheet

Name: _____	Form: _____	Booth: _____	1	2	3	4
Referred by _____	Date _____	Time _____				
Length of Stay _____						

	Half Day Internal Exclusion	Whole day Internal Exclusion	Periods out of lesson	1	2	B	3	4	L	5
--	-----------------------------	------------------------------	-----------------------	---	---	---	---	---	---	---

Subject incident occurred in _____	Staff Member _____	
Details _____		

Tasks to be completed	Yes/No	Staff Member
Pupil log sheet filled in		
Record sheet completed		
Teaching staff emailed for work		
Work request given to runner		
Inform Attendance Officer		
PPM/PM made aware of pupil in isolation		

Intervention	Staff Member

For any further enquiries please speak to DA

Period	Comments	AtL	Staff
Period 1			
Period 2			
Break			
Period 3			
Period 4			
Lunch			

7

7

7

11

11

Placed on file for record

[illegible]

Appendix Q

Appendix B

Example Risk Assessment

High School Name of Assessor:		Location:		Date of Assessment:		Review Date:	
		Position of Assessor:		Signature:			
Title and Reference Number of Task:							
Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)	

Source: Warrington Borough Council 'Fixed Term Exclusions: guidance for schools.' March, 2018.

Appendix R



St Gregory's Catholic High School

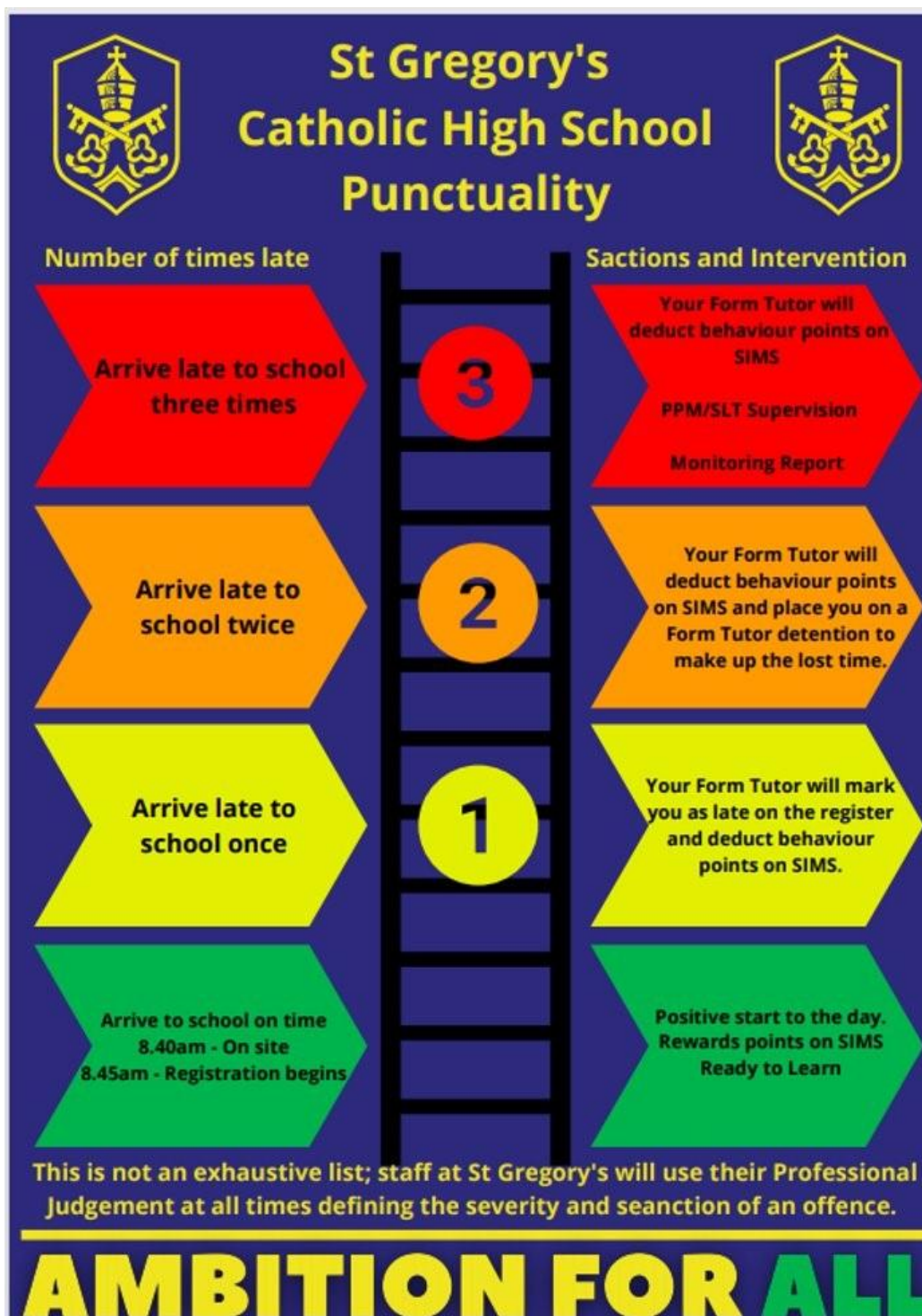


Attendance Matters

Percentage Attendance	Number of Days Absence	Learning Missed in 1 Year	Learning Missed over 5 Years
100%	0 Days	0 Lessons	0 Lessons
97%	6 Days	30 Lessons	150 Lessons
95%	9.5 Days	48 Lessons	240 Lessons
93%	13 Days	65 Lessons	325 Lessons
90%	19 Days	95 Lessons	475 Lessons

In order to achieve your 97% target for attendance, you can have no more than 2 days off per term.

AMBITION FOR ALL



NO MOBILE PHONES

