



St. Gregory's Catholic High School

Behaviour for Learning Policy

Monitoring

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

Evaluation

The policy was reviewed by the Deputy Headteacher and SLT on 26th October 2020 prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Body for approval.

Policy Review Dates:

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

Date submitted to Governors' Committee: 29th October 2020

Date submitted to Full Governing Body: 9th December 2020

Review Frequency: Annual

Start date for policy review: July 2021

Please Note:

This policy, as a working document, may be subject to changes as appropriate (such as changes in legislation, working practices, and in response to matters arising in school). Updated policies will always be on the website.

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.

This policy should be read in conjunction with other school policies including:

| | |
|------------------------|------------------------------------------|
| Anti-Bullying Policy | Learning and Teaching Policy |
| Attendance Policy | Personal Electronic Devices Policy |
| Drugs Education Policy | Safeguarding and Child Protection Policy |
| E-Safety Policy | Special Educational Needs Policy |
| Equality Policy | Uniform Policy |
| Exclusions Policy | |

It follows advice and guidance provided by the DfE:

[‘Behaviour and Discipline in Schools.’ January, 2016](#) and DfE advice:

[‘Mental Health and Behaviour in schools’ March 2016.](#)

[‘Searching, screening and confiscation’ January 2018](#)

[Statutory Exclusion September 2017](#)

It relates to legislation as stated in: ‘Education Act 2002, ‘Education and Inspections Act’, 2006 and Equality Act, 2010 and DfE advice January, 2018

Aims

The Behaviour Policy is designed to promote positive attitudes to learning within and outside of the classroom and aims to:

- provide support for all staff and pupils by defining levels of sanctions and how to be recognised for rewards
- communicate to pupils what good behaviour means
- demonstrate why good behaviour is important and role model what good behaviour is
- match the curriculum to the needs and capabilities of the pupil
- establish effective classroom management strategies and support all staff when dealing with and reporting negative behaviour
- 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
- ensure the application of rewards and sanctions are applied consistently and systematically across the school
- involve parents/carers in supporting our policies and practices
- promote within pupils
 - responsible behaviour
 - self-discipline
 - self-respect and awareness
 - respect for other people and their property
 - respect for school property
 - tolerance
 - resilience
 - empathy
 - motivation

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. An inappropriately planned or insufficiently differentiated curriculum may lead to difficult and disaffected behaviour from some pupils and therefore dealing with a ‘behaviour issue’ in isolation is unlikely to achieve lasting results.

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.

It is advised that lessons should have clear learning objectives, outcomes and success criteria that can be easily understood by all the pupils in any given group and learning should be effectively planned to engage and challenge all pupils. Staff are expected to use academic, pastoral, safeguarding (Think Twice) Information to personalise the learning.

Classroom Management

Classroom management and teaching methods play a significant role when influencing behaviours of pupils, sometimes before they have even entered the classroom. Although it is not the intention of this policy to state how staff should lay out their teaching areas, guidelines are given so as to create the most effective environment conducive to learning.

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 checked by Curriculum Leaders.

It is suggested that all classroom areas at St. Gregory's Catholic High School should be tidy and well organised so as to develop independence and personal initiative, as well as giving the opportunity to work as a group when the learning requires this. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should be used to help progress and develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

It is an expectation that all classroom teaching areas are clear of litter and food and should therefore be left in the state that each other teacher would expect to find them. 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.

As a school we have outlined some 'Rules of Behaviour for the Classroom'. The generic rules are as follows:

Expectations for Classroom Behaviour

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

Classrooms must display related posters to remind pupils of expectations and clarify if there is a challenge to behaviour. (Room Check List Appendix L)

At the start of the lesson

- Arrive on time in full school uniform
- Line up responsibly
- Enter the room in an orderly manner
- Sit in allocated seat (Staff seating plans must detail specified information which will inform Learning Plans and personalise the learning; these must be regularly updated in light of 'new' information such as academic progress data and Think Twice categorisation.
- Get out equipment, Learning Organiser, and put your bag away safely
- When register is being taken, remain silent 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 are displayed in every classroom and should be referred to as reminders to our expectations. More detailed AtL descriptors are used by staff when entering pupil data which is used during Pupil Progress Panel and Review Meetings (Appendix A). Copies of AtL posters in Pupil Learning Organisers.

Responsibilities

As has already been stated, promoting positive behaviour requires the commitment of all members of our school community (governors, all staff, pupils and their parents/carers). Good behaviour does not happen by accident and therefore needs the commitment, consistent application and communication of all members of our community if we are to promote our vision and values on the learning ethos at St. Gregory's Catholic High School.

The generic expectations of each group of people involved within our community are briefly outlined below.

The Governing Body

- 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

All Staff

More detailed requirements have been set out later within this Behaviour for Learning Policy, which will support staff members with more specific responsibilities within the school or those that may play a key role in developing 'good' behaviours. The responsibilities identified here are more generic and should be demonstrated by all staff.

- 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

Pupils

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

Pupils need to appreciate that Behaviour for Learning is more than conduct, it includes:

- Punctuality and readiness for lessons in order to learn to the best of their abilities as well as allowing others to do the same
- Positive participation in class – being keen and eager
- Attention, focus, perseverance, concentration
- Positive, quick responses to all school staff requests at the first request, accepting without question instructions and decisions by staff
- Cooperation with others
- Self-control and self-management to ensure a calm, purposeful atmosphere
- Resolving conflict and disagreements
- Abiding by the school's Uniform Policy at all times
- Agreeing to our 'Anti-Bullying Policy' (Appendix E)
- Behaving in a reasonable manner which will not put others at risk
- allowing everyone to learn and benefit from being a member of our school community
- being polite, honest and courteous with one another and everyone in our community
- respecting the name, property, appearance and environment of each other and of the school
- having the right to work without being disrupted by others

Parents/Carers

We expect them to:

- 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 D)
- 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
- Communicate with the school when concerns arise
- Play an active role in supporting their child's educational development both at home as well as at school
- Use their child's Learning Organiser 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 F: Pupil Expectations/ Extra Curricular PE Contract from Learning Organiser)
- 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.

Our 'SEAL it with Respect' agenda 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.

Everyone focuses on a chosen SEAL target which is determined by our pupils:

I can use my knowledge and experience of how to think, feel and respond to choose my own behaviour, plan my learning, and build positive relationships with others.

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

What does this mean for pupils on a day to day basis?

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

Pupils can do this by:

- being in the right place at the right time, with everything needed for the lesson
 - starting and ending the lesson in a courteous and orderly way
 - listening carefully when the teacher is talking
 - following instructions first time
 - helping each other when appropriate
 - being attentive and sensible at all times.
3. move quietly about school showing care for others. In corridors always walk on the left. After lunch go straight outside to designated areas and not disturb other pupils who are in lessons. (Appendix G)

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 Learning Organiser 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 classes 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.

Pupil, Parent/Carer, Staff Voice

We appreciate the importance of listening to pupils, parents/carers and staff as we are advocates of a 'listening school'. This ensures that issues related to behaviour are identified before they become problems and effective practice can be reinforced. To provide all stakeholders with a voice we have: Student Advocates; Suggestion Box; Parents and Friends Association (PFA); feedback forms at Parents' Evenings; Parent/Staff Governors; Pastoral Meetings (weekly); Staff briefings/meetings. The addition of Lesson Monitor trialled 2017-18 and reviewed by pupils, parents and staff led to the adoption of the Attitudes to Learning lesson grading in every lesson.

During 2020, pupils and staff were involved in the design of a new Attitude to Learning system and Sanctions Ladder to establish levels of Sanctions and Rewards; It is through this collaborative approach and system of reflection that our policy is known and owned by all.

Lesson Monitor

This is used in every lesson to recognise each pupil's attitude to learning and is graded accordingly to our displayed posters (see Appendix A) of

1. Outstanding
2. Good
3. Requires Improvement
4. Unsatisfactory

Every pupil begins each lesson on a 2.

Sims Achievement & Behaviour

This is the system used in school to record the awarding of Rewards and the detailing of Sanctions. It is also used by our Attendance Officer to record/monitor attendance and punctuality. Staff log on to the system using the relevant information and password provided by Head of ICT. Once logged on, staff choose which element they need to log – reward/minor/major incident. Additional commentary to define context may be supplied. Staff must be aware of the audience (parents/carers, SLT, Governors, support agencies, mentors etc – internal and external) for negative comments and remain factual in their details.

The reports from Lesson Monitor and Sims Behaviour are used in a range of ways:

Form Tutors

- to use weekly graphs to promote celebration in the first instance
- to use comparative graphs to foster a sense of inter form competition
- to determine pupil focus for specific support/ intervention/mentoring

Pupil Support Managers (PSMs)

- to view throughout the day for immediate notification of pupil behaviour and meeting of expectations
- to alert PPMs to immediate areas of concern and provide staff support if necessary

Pupil Progress Manager (PPMs)

- to provide an overview of the Year Groups progress and used to celebrate performance and achievement in Collective Worship, when deciding on Reward Events/Trips and the distribution of Pin Badges, letters home, SLT, Governor recommendations, 'Net' Publicity
- to share with relevant staff and parents/carers (as appropriate) areas of concern regarding wrong choices and inappropriate behaviours

Curriculum Leaders

- to analyse distribution of rewards and sanctions by department members
- to identify areas of support for both staff and pupils
- to monitor pupils on report/receiving specific intervention
- to discuss concerns with PPMs/SLT at Pupil Progress Panel Meetings and subsequent reviews.
- to celebrate and acknowledge, using Departmental rewards, pupils who deserve praise.

Senior Leadership Team

- to support the whole school policy in relation to identifying pupils who should be rewarded and those who require specific intervention
- to use reported details at relevant meetings which may involve pupil, parents/carers, PPMs, Governors and decide on relevant action(s) to be taken

Rewards

Introduction

Our strategy is a positive behaviour management strategy that enables pupils of all abilities to be rewarded. We unanimously agree that the first element of classroom management is rewarding and praising pupils for their commitment, effort and hard work. 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 | |
| - Participation in Collective Worship | - Outstanding collaborative work |
| - Contribution to school/community life | - Outstanding piece of work/homework |
| - Excellent use of coaching/leadership skills | - Consistently working to a high standard |
| - Attendance at additional classes/extra-curricular/ intervention | - Outstanding performance in test/assessment |
| - Outstanding AtL* | - Sustained improvement in performance/effort/work rate |
| | - Improved attendance |

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

Pupils should register their credits in their Learning Organisers. Weekly graphs are produced detailing key performances. 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:

- The most common is the use of praise. Spoken acknowledgement is a common practice within school; Lesson Monitor allows for this to be a feature as staff can view previous lesson gradings and encourage the same/improved attitude in their lesson.
- Written comments at the end of a piece of work which sustains, encourages and motivates pupils
- Referral to another member of staff (HOD/PPM/SLT/ Governors) to share praise and recognition

- Comments written in Learning Organisers 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.

Specific Roles and Responsibilities

All staff are directed to Teachers Standards and CES Policy regarding Teaching in a Catholic School for focus on the expectations of acknowledgement of positive involvement of pupils. As a Catholic school, we expect all of our community to be proactive in the promotion of our Catholic Faith and ethos.

The Classroom Teacher/Teaching Assistants

Within the classroom we must be committed to establishing a positive culture in which we recognise success and reward pupils appropriately. All teachers should verbally praise pupils for their contributions to lessons. Research clearly demonstrates that in effective classrooms, a teacher uses praise four times more frequently than chastisement; this is a target that all class teachers should aspire towards; use of Lesson Monitor support staff in this objective.

Classroom teachers/ Teaching Assistants may issue achievement points, commendations, stickers, stamps, verbal and written praise, utilise teaching environments to display outstanding work and communicate positives via notes in Learning Organiser.

Lesson monitor will also be used to record Outstanding (1) AtL which should also be acknowledged in SIMS achievement points detailing reasons.

The Curriculum Leader

Curriculum Leaders have a fundamental role in establishing a positive culture within the school. They should use the same strategies as their subject teachers, but in addition they are responsible for co-ordinating the awarding of certificates, sending letters/postcards home/ contacting parents/carers/ monitoring staff use of Sims achievement and behaviour for reporting and gradings on Lesson Monitor.

The Form Tutor

Form Tutors will also work hard to establish a culture of praise and reward. During Form time Form Tutors will use the same strategies as subject specialists and share Sims achievement and behaviour graphs to highlight pupils receiving reward points and Lesson Monitor graphs to focus on Attitude to Learning in lessons. Learning Organisers will be used to share recognition with parents/carers. Form Tutors will recommend pupils to PPMs for specific acknowledgement/praise/rewards. Check 'Form Tutors Quick Reference Guide (Appendix L).

Pupil Progress Managers (PPMs)

The PPMs have a significant opportunity to build upon the work of classroom teachers and Form Tutors. They should look to praise and reward pupils at every opportunity. Weekly Year Group Collective Worship must be used to celebrate individual groups.

A key element of this culture must be to recognise the academic progress made by pupils as measured by the progress against established targets. Pupils who are performing above target in a number of subjects should be identified and rewarded with, at the least, verbal praise. It is also important to acknowledge those pupils who give their best/strive to achieve academic success - Lesson Monitor gradings will confirm the attitudes of specific pupils who must be acknowledged.

PPMs should ensure that in each Collective Worship they reward individuals or cohorts of pupils for successes and commitments. There should be plenty of opportunities to award certificates, pin badges, send letters home, nominate for awards/trips, and coordinate SEAL Awards.

Half-termly Year Team Meetings will be used to discuss pupils who deserve praise for specified contributions.

The Head Teacher and Senior Leadership Team

The role of the Head Teacher/ Senior Leadership Team is to ensure that a whole school culture of rewards and praise is clearly identifiable. Certificates, letters of commendation, acknowledgement of participation will be sent to parents/carers. They will ensure recognition is public in the use of 'The Net', the school website and at specific events. Names of pupils for recognition by Governors will be shared at the relevant Governor meetings and letters sent to parents/carers.

Attendance Officer

Achievement points, postcards, letters to parents/carers, certificates, vouchers (as stated in Attendance Policy) will be used to recognise outstanding attendance, improved attendance, outstanding/ improved punctuality. An attendance poster to explain what attendance percentages mean and the effect on pupils' learning is displayed in classrooms, sent to parents/carers with reports/data sheets and used in parent/carer meetings (Appendix Q).

Punctuality will also be monitored, pupils will receive achievement points for 100% punctuality each week. Pupils who arrive to school late will receive the relevant sanction as per the punctuality ladder which is displayed in all form rooms (Appendix R).

Other Staff (Non-Teaching/Clerical/Support/Site)

Such staff are encouraged to praise pupils, convey positives to Form Tutors, PSMs, PPMs for recording on Sims behaviour.

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. Pupils are encouraged to take pride in every aspect of their school lives; work, appearance, relationships and care of the facilities are examples of where this principle applies. 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.

Incidents which would be considered as serious and hence result in the higher level sanctions being employed might include:

- Violent or aggressive behaviour towards other pupils
- Verbal abuse of staff
- Theft
- Defiance of authority
- Deliberate damage to property
- Tampering in any way with safety equipment, including fire extinguishers
- Racial abuse or harassment
- Sexual harassment

- Possession or misuse of substances which may be either illegal or not allowed in school (including alcohol, solvents, tobacco, some prescription medicines, illegal drugs, e-cigarettes)
- Possession of weapons including real or replica knives, blades, razor blades, sharp points etc.the
- Possession of laser pens, lighters, matches, fireworks, pornographic images
- Articles that have been or could be used to commit an offence or cause harm/stolen items
- Persistent defiance of school rules in relation to specific items such as mobile phones, chewing gum and fizzy/energy drinks
- Deliberate setting off of a fire alarm
- Any other incidents of an extreme nature

Types of Sanctions

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

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.

Confiscation – this will be banned items including fizzy/energy drinks/ chewing gum packets which will not be returned. 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 according to the specified policy. (Ref: E-Safety Policy). Classrooms to display 'No Mobile Phones' poster (Appendix U).

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 is used as a clear message to pupils that their behaviour has been unacceptable and pupils will be asked to record timing in Learning Organiser. Parents will not have notice of same day break detentions.
- Lunch time detention is used in consultation with a pupil's Pupil Progress Manager/ Member of SLT when time will be allocated for the pupil to eat/drink/use the toilet.
- 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. All detentions must be logged on Sims behaviour.

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

Supervision: This is a form of detention at a higher level given by Pupil Progress Managers/members of the SLT and takes place after the school day has ended. Parents/carers will be informed as it signifies a consistent defiance of expectations and failure to conform to detentions given by Subject staff, Form Tutors and Curriculum Leaders. Timings, venue, reasons for supervision will be given to pupils and slips will be signed by parents/carers. Failure to attend supervision will result in a period of time in the Columba Room which will be determined by PPMs/ SLT. (Appendix O)

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 which are personalised 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. Additional details will be specified and on the report (e.g. break/lunch time checks) and copies of all reports will be placed in pupil files by PSMs.

Withdrawal from Class: This may be actioned by: Curriculum Leader for a pupil to work in another classroom in order for other pupils to continue with their learning. This should be a temporary solution and PPM informed of this decision so parents/carers can be contacted. SLT/PPM/PSM if called for by a member of staff (An SLT 'on call' rota is in operation for each period and Reception/Pastoral office should be alerted if required). The Columba Room will be used in this event and pupils officially logged as requiring the internal exclusion room.

NB: Pupils should never be placed outside a classroom as a sanction due to safeguarding concerns. A pupil may be asked to leave the room for the member of staff to speak to them without an 'audience' where appropriate and all safeguarding practices have been considered.

Columba Room – this is our internal exclusion facility 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 uniform infringements such as shaved/rigged haircuts, repeated refusal to conform to expected standards, classroom removal when threatening the safety and/or learning of others, 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 P: Recording/Referral Sheets) Work will be requested and set by class teachers for pupils in 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. 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 behaviour 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 S) 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.

When considering the period of a fixed term exclusion, the Head teacher with the Pastoral Deputy Head Teacher will take into account a variety of factors in determining if this is the most appropriate sanction and the number of schooldays for which the exclusion will last. It will be lawful, reasonable, fair and appropriate.

This will include:

- The age and level of maturity of the pupil
- Whether the pupil has a disability which had an influence on the incident.
- The personal home situation/safeguarding concerns including specific background context such as CIC.
- The conduct record of the pupil
- The response of the pupil to the investigation of the incident. The facts must be established on the civil standard of evidence, being 'on the balance of probabilities' i.e. it is more likely than not that a fact is true than false. It will be ensured that there is evidence to show the pupils was responsible for the incident before excluding. Consideration will also be given to whether an alternative to exclusion would be appropriate.
- Whether others have been hurt as a result of the pupil's actions
- Account will also be taken of:
 - Any contributing factors e.g. pupil bereavement, mental health issues or victim of bullying
 - The legal duty of care to all members of the school community

- Equality duties e.g. to advance equality of opportunity and foster good relations; and
 - SEN Code of Practice (if applicable).
- Parents will be notified immediately of the exclusions, either by phone or in person, with a follow up letter containing the required information sent by first class post to the registered address. (Appendix S).
 - The letter will include the following:
 - The nature of the exclusion and duration if fixed term;
 - The reason for the exclusion;
 - The right to make representations to the Governing Board;
 - How the pupil can be involved;
 - The right of the parents to attend a meeting, bring a friend to the meeting and be represented;
 - The alternative sources of advice and a link to the exclusions guidance;
 - Explain that a criminal offence will be committed if the child is in a public place during school hours during the first five days of exclusion; and
 - Details of any alternative provision and requirements relating to this including how work will be provided and marked.

A 'Reintegration' meeting will take place the HeadTeacher/ Deputy HeadTeacher, parent/carers, pupil and Pupil Progress Manager. The pupil will be placed on Head Teacher 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

All reported incidents, which require further investigation, such as a physical altercation, are to be, described using an 'Incident Statement Form' (Appendix P). Pupils will be separated in order to write their account using a who, what, where, when, why format to provide specific details. PSMs will organise and request additional evidence such as CCTV (CCTV can only be requested by SLT/PPMs and PSMs). Collated evidence will be used to decide on the sanction(s) to be applied and kept on file.

Governor Panels

These are 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. Governor involvement can take two forms:

Informal Panel chaired by a member of Community Governors Committee, The Head teacher, Pastoral Deputy Head teacher, relevant PPM, pupil and their parent/carer. Sims behaviour records, Lesson Monitor, AtL data and all sanctions/interventions and their impact will be submitted. The meeting will take place after the school day and consequences made clear.

Formal Panel will be chaired by Chair of Governors, a Community Governor, Head Teacher, Deputy Head Teacher, PPM and pupil with parent/carer. Previous documentation along with events since informal meeting will be viewed and a decision made.

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.

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:

1. 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**.
2. Banned items include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, e-cigarettes and matches and lighters

- Fireworks
 - Pornographic images
 - Any article that a member of staff reasonably suspects has been, or is likely to be, used
 - To commit an offence
 - To cause injury to, or damage to the property of, any person (including the pupil)
 - Any item banned by the school rules.
3. 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 Pastoral Assistant Head Teacher are authorised, together, to search a pupil and their property. In the absence of the named staff, the Head Teacher will be a witness to the search.
 4. 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) even if we do not suspect them of having a weapon and without the consent of the pupils.
- If a pupil refuses to be screened, we may refuse to have the pupil on the premises. Health and safety legislation requires us to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- 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. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers of search without consent.

Use of Reasonable Force

As a school we follow the DfE Guidance on the 'Use of Reasonable Force' Any recorded use of reasonable force will be reported using the Log Sheet (Appendix A in 'Critical Incident and Business Continuity Management Plan' Policy. Named staff have Team Teach training and certification.

What is reasonable force?

1. 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
2. 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
3. 'Reasonable in the circumstances' means using no more force than is needed

4. As mentioned above, 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
5. 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
6. School staff should 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 Head Teacher 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.

Schools cannot:

Use force as a punishment – it is always unlawful to use force as a punishment.

Specific Roles and Responsibilities

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.

The Role of the Form Tutor

The Form Tutor is responsible for highlighting and then enforcing the school rules that are in place at St. Gregory's Catholic High School. As the first member of staff that the pupils are likely to see every day, 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. Uniform/ makeup/ jewellery infringements should be dealt with by the Form Tutor who must be proactive in distributing makeup wipes/ confiscating items and liaising with PSMs if support is required. Collective Worship themes and SEAL links should be used to stress the importance of our Respect agenda and reinforce our Mission Statement – this is a daily expectation. 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.

If any Form Tutor is experiencing difficulties with a specific pupil within their Form Group then they should seek support from the PPM. At the initial stage of support, the PPM may sanction a 'Form Tutor Report Card' which will be overseen by the Form Tutor. The Form Tutor may also be used to monitor the progress/attitude of a pupil in their form if referred by a subject teacher.

Form Tutors should contact parents/carers to support a pupil in making correct choices including being punctual, adherence to school rules, homework (App Data), and attitude to learning in lessons. Learning Organisers can be used for written communication. Attached staff will be utilised to support Form Tutors in their role.

The Role of the Subject Teacher

The subject teacher is responsible for the maintenance of good order and discipline in their classroom. A system of support is in place to provide all staff with backup when it is required. However, 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.

The classroom teacher can contact parents/carers. Curriculum Leaders/PPMs should be made aware of such liaison in order to maximise impact. Subject teachers are able to communicate directly with parents/carers by means of the Learning Organiser in the first instance to try and resolve minor issues, such as homework not completed.

Recording of AtL, using Lesson Monitor will clearly indicate a pupil's attitude towards displayed expectations. Staff may choose to record a behaviour mark if a pupil is awarded a 3 (requires improvement) for AtL; they MUST award a behaviour mark if a 4 (Unsatisfactory) is recorded.

The Role of a Colleague in your Department

At certain times, staff may well have lessons with particularly challenging pupils in them. It is a good idea to see if a departmental colleague or the Curriculum/Key Stage Leader is teaching in a room nearby at that time. This could bring about the option of re-routing that pupil if required by sitting them at the back of a colleague's room.

This will ensure that the learning of the other pupils is not disrupted. It will also give the pupil an opportunity to reflect on their behaviour before it is later discussed. This system of re-

routing is temporary and not a permanent arrangement. It can be used as an emergency arrangement to deal with a difficult situation, or it can be set up in advance and used for a fixed period of lessons. Any pupil that has needed to be re-routed during a lesson due to poor behaviour must be sanctioned and reported to PPM.

The Role of the 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 clearly reinforce what the school systems are 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.

The Curriculum Leader should 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.

The Curriculum Leader will 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 Role of the Pastoral Support Manager (PSM)

They can assist Form Tutors in relation to uniform/appearance expectations and can be called upon to speak to pupils/ remove from the classroom during the school day. If pupils are required to be collected at the end of the school day/ break and lunch times the PSMs can be of assistance if contacted by subject teachers.

The Role of 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.

Academic

The PPM is **not** a third line of defence for the subject teacher and is not there to punish pupils for classroom misbehaviour after the departmental route has been exhausted.

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

Sims achievement and behaviour information, Lesson Monitor and AtL gradings will be used by the PPM to note subject teacher's experiences and sanctions. Half-termly Year Team meetings will be used to discuss concerns, intervention strategies with Form Tutors and attached staff. Weekly Pastoral meetings will be used to discuss Call out logs and AtL concerns.

The PPM will not punish a pupil for specific misbehaviour in a subject area, as that is the responsibility of the subject teacher and Curriculum Leader, but will begin to monitor the pupil's behaviour by requesting further information from all of the pupil's subject teachers and by putting the pupil on report, and decisions made regarding further sanctions and parental contact.

Pastoral

Minor incidents occurring before the start of school, at break, lunchtimes or in corridors should be dealt with immediately by the member of staff on the scene. An overview of these incidents will be available to the PPM, via Sims behaviour.

More serious incidents will, however, be dealt with by the PPM and should be referred to them directly.

The PPM is responsible for monitoring each pupil's Behaviour Management profile via Sims achievement and behaviour reports and daily Lesson Monitor gradings. Concerns should lead to them informing parents/carers and then if necessary inviting parents/carers in for discussion about ways of moving forward/placement on report.

The Role of the Senior Leadership Team (SLT)

The role of the Deputy Headteacher (Pastoral), along with the Assistant Headteacher (Pastoral) is to support PPMs with the various elements of their roles. Discussions will take place, in the first instance with the Assistant Headteacher, regarding Sims behaviour records, AtL gradings and sanctions already applied. Behaviour Contracts/ SLT reports/ contact with parents/carers will be reviewed. Serious incidents of a Safeguarding nature which require assistance are covered by the SLT daily Duty Rotas and staff should contact Reception/Pastoral Office for support.

The Role of the Head Teacher

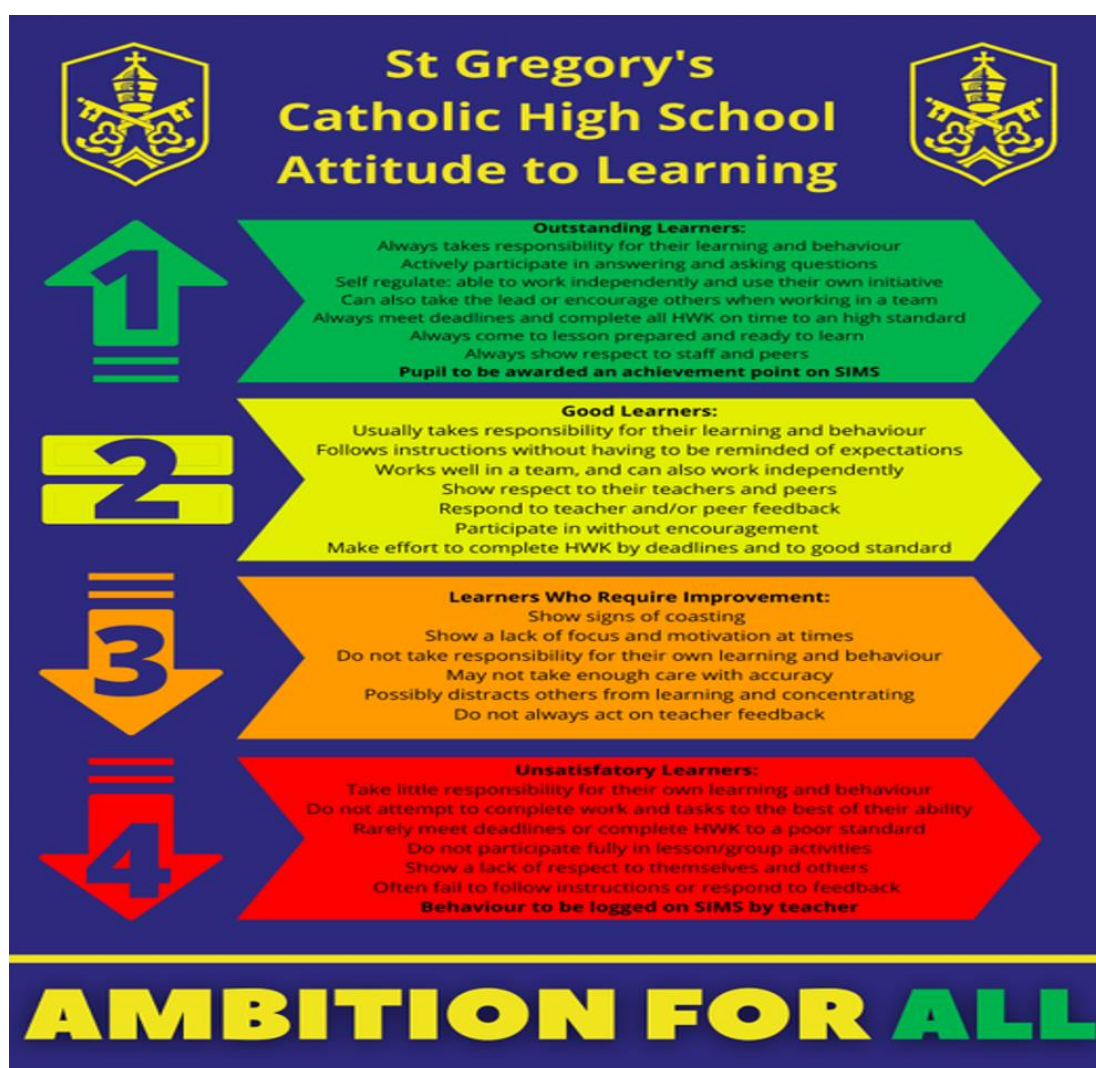
The role of the Headteacher is to work with the Deputy Headteacher (Pastoral), regarding specific incidents or serious misbehaviour of pupils exhibiting persistent anti-social behaviour either inside or outside the classroom/beyond the school day.

Exclusions will be discussed with the Head teacher 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.

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.

Appendix A

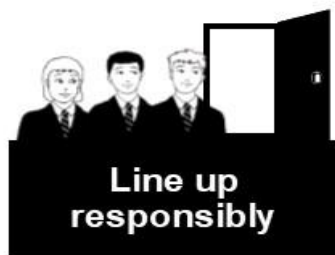


Appendix B



Appendix C

Expectations



Appendix D

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.
- Monitor your child's progress and report on levels of achievement and their attitudes to learning.
- Provide advice and guidance on the programmes of study which your child is following.
- Be available should you have any concerns and to inform you if your child is experiencing any difficulties.
- Provide regular opportunities for you to discuss your child's progress with his/her teachers.
- Operate a behaviour code to provide an ordered and safe community.
- Keep you regularly informed of general school issues.
- Use a range of forums to recognise and celebrate achievement and involvement.

St. Gregory's would also wish to seek parents' active interest in their child's education by:

- Ensuring their child's regular attendance at school (97%).
- Ensuring their child is in school by 8.40 a.m. at the latest.
- Ensuring their child has the necessary equipment to access and support their learning.
- Making sure that their child wears full school uniform, adheres to jewellery/ make-up/ appearance rules and P.E. kit.
- Supporting the school's homework policy and monitoring via the App.
- Attending meetings relating to their child's education including Parents' Evening.
- Informing the school of any issues which may affect their school life/ general well-being.
- Encouraging responsible behaviour on the journey to and from school, including on public transport.
- Actively encouraging their child to take part in extracurricular activities.
- Supporting all e-safety guidance/rules, including non-use of mobile phones on school premises.
- Supporting the school in its expectations of good behaviour and positive attitudes to all aspects of learning.
- Supporting the school in the application of sanctions when wrong choices have been made.
- Providing the school with up to date information regarding telephone numbers, email addresses, changes of address, emergency contacts, medical information etc

| | | |
|--------------------------------------------------|--------------|--|
| I agree to support the home - school partnership | Pupil | |
| | Parent/Carer | |

BULLYING

IS...



People being mean **again** and **AGAIN**

Someone making **constant** threats or hurtful comments

Repeated aggression and spite that *never stops!*

When someone keeps picking on you



IS NOT...



A ONE OFF occasion

Arguing or disagreeing with someone

People leaving you out or making mean remarks **once**

Someone being nasty to you but **DOES NOT** say it again

WHAT TO DO?

ALWAYS TELL SOMEONE!

No-one can help if nobody knows



Appendix F

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 | _____ |

AROUND THE SCHOOL



Act sensibly keeping to the left

Be polite and respectful in your words and in your actions

Care for our environment -
BIN IT!

Do be punctual for Collective Worship,
Form and lessons

EVERYONE NEEDS TO MAKE
THE RIGHT CHOICES



Appendix H



IN THE DINING ROOM

It is your responsibility to:



Queue sensibly



Sit down to eat your food

Dispose of all litter



Clear away trays



Thank you

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 Learning Organiser. Lesson Monitor gradings (1) Achievement point Parental contact. Referral to HOD. |
| FORM TUTORS AND SUPPORT STAFF | Stamps, stickers, comments in Learning Organiser, phone call/note to parent, Achievement points Referral to PPM Form acknowledgement of Sims behaviour/Lesson Monitor data |

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.

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 | <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 | Learning Organisers on desks | |
| W | Learning Organisers 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 |
| Staff: Y10&11: Campion, Julian, Plessington (wall side) Fisher, More, Winefride (corridor side) Y7-9 Campion, Julian, More, Teresa (wall side) Fisher, Kolbe, Plessington, Winefride (corridor side) | | | | |

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/daughtershould, 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



After School Supervision

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 HMC

| Period | Comments | AtL | Staff |
|-----------------|-----------------|------------|--------------|
| Period 1 | | | |
| Period 2 | | | |
| Break | | | |
| Period 3 | | | |
| Period 4 | | | |
| Lunch | | | |
| Period 5 | | | |

Incident Statement Form

| | |
|------------------|--------------------|
| Name: | Year Group: |
| Date: | Time: |
| Location: | |

[illegible]

Signature:

Verified by:

Additional Materials

☐ Printed Photograph

☐ Corroborating Evidence

☐ CCTV

☐ Other:

Identified through school photograph

Placed on file for record



St Gregory's Catholic High School



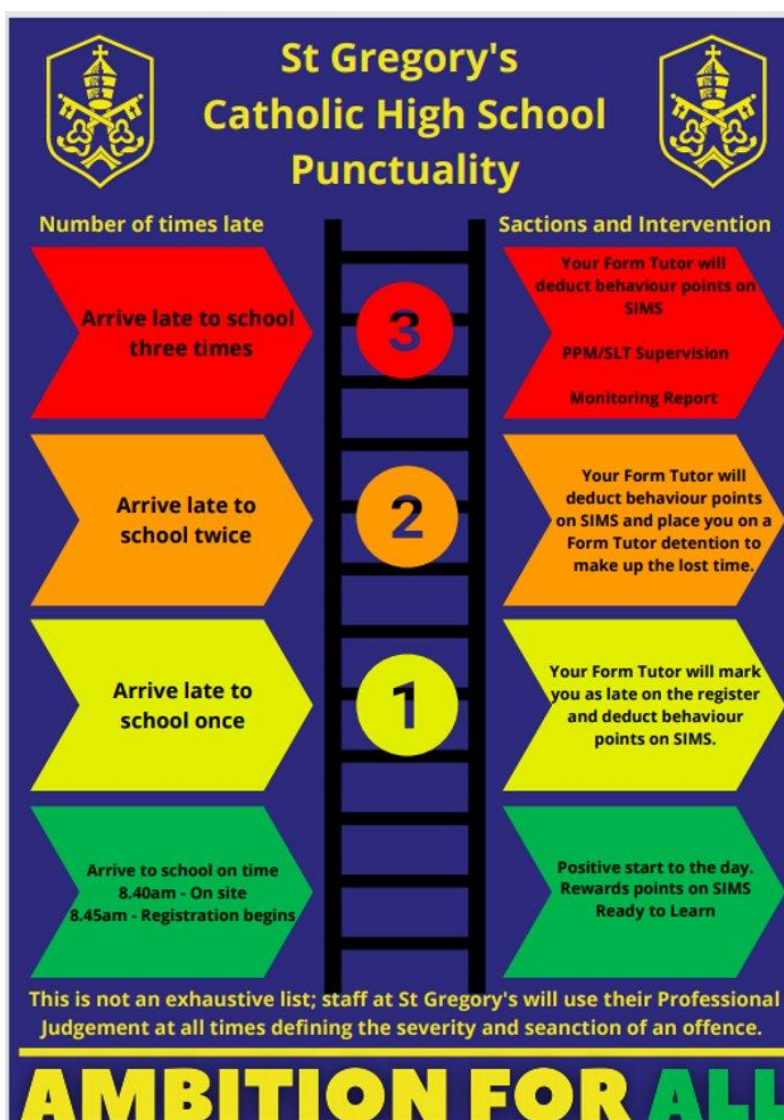
Attendance Matters

| 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

Appendix R



Appendix S

Appendix B

Example Risk Assessment

| | | | |
|-------------------|-----------------------|---------------------|--------------|
| High School | Location: | Date of Assessment: | Review Date: |
| Name of Assessor: | 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) |
|--------|-----------------|----------------|---------------------------|---------------------|-------------------------|-----------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

Appendix T

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal within 6 months of the exclusion:
www.tribunals.gov.uk/Tribunals/Firsttier/.htm

You and (name of child) are requested to attend a reintegration interview with me (Head teacher name and address) on (date of re-integration). The purpose of the reintegration interview is to discuss how your child's return to school can be best managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of (name of child) school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of (name of child) school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying. You may also wish to contact Rose Clark at Warrington Local Authority on (01925) 442428, who can provide advice. You may find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on www.childrenslegalcentre.com. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January. ACE education runs a limited advice line service on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>

(Child's name) exclusion expires on 2018 and we expect (name of child) to be back in school on (date).

Yours sincerely

.....
Headteacher

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

NO MOBILE PHONES

