



**ST TERESA
of CALCUTTA**
Catholic Academy Trust



**STRENGTH
SERVICE
SUCCESS**

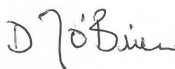
St Gabriel's RC High School

Culture and Standards Agreement

(Behaviour Policy)

Our Mission Statement

At St Gabriel's, we are an **inclusive Catholic family** who embrace diverse identities, faiths and beliefs. We strive to use our God-given talents to **serve** others and to **succeed**. The Lord is our **strength**, which inspires us to make positive contributions to our school community and be valued members of our global society.

Time of review: Summer 2025	Time of next review: Summer 2026
Author: Mrs Cull (Deputy Headteacher – Culture and Standards)	
Signed: 	Date: 16 th October 2026
Headteacher: Mr Braithwaite	
Signed: 	Date: 16 th October 2026
Approved by the Local Governing Body	
Signed by Chair of Governors: 	Date: 16 th October 2026

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Statement of intent:

St Gabriel's RC High School believes that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with students to enable early intervention.
- Promoting a culture of praise and encouragement in which all students can achieve.

Establishing and sustaining a positive culture is the responsibility of every member of our school community, including all students, all staff and all parents/carers. St Gabriel's is committed to working in partnership with families and students to ensure high standards of conduct throughout all aspects of school life.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted, and students are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

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

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

1. Legal framework

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

- Behaviour in schools: advice for headteachers and school staff - updated Feb 2024
- Review of sexual abuse in schools and colleges - June 2021
- Searching, screening and confiscation at school - July 2023
- Searching, screening and confiscation: advice for schools - July 2023
- The Equality Act - 2010
- Keeping Children Safe in Education - Sept 2026
- Exclusion from maintained schools, academies and student referral units in England - Sept 2022
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - July 2026
- Use of reasonable force in schools - April 2026
- Supporting students with medical conditions at school - Aug 2017

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

This policy operates in conjunction with the following school policies:

- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- SEND information report
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy¹

2. Roles and responsibilities

The Local Governing Body (LGB) will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Supporting the Headteacher with procedures relating to permanent exclusions.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- The school's local Governing Board will work in collaboration with the Headteacher to monitor the effectiveness of this policy.
- Ensuring this policy is published on the school website.

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The Headteacher will be responsible for:

- The monitoring and implementation of this policy and corresponding systems/practices at the school. This includes monitoring the policy's effectiveness in addressing drivers of poor behaviour.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

The Designated Safeguarding Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents/carers with regards to the behaviour of students with SEMH difficulties.

The pastoral team are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages s and parents with regards to the behaviour of students with SEMH difficulties.
- Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.

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- Referring students with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required. Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Overseeing the outcomes of interventions on students' behaviour, education and overall wellbeing. Including maintenance of standards, uniform expectations, behaviour outside of lessons. Review of student attendance and punctuality and considering cross curricular issues that may emerge.
- Liaising with parents of students with any behavioural difficulties, where appropriate.
- Work closely with the Middle Leadership team to ensure behavioural barriers are addressed and removed to allow a student's full academic potential to be met. 

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.
- Leading CPD on any SEND issues that may impact on behaviour.

Teaching staff will be responsible for:

- Being aware of the signs of any SEND that may lead to behavioural difficulties.
- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and the students themselves.
- Setting high expectations for every student, aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Adhering to this policy and applying it consistently and fairly

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- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected high levels of behaviour and positive relationships
- Setting high expectations for every student
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Being aware of the signs of behavioural difficulties
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - SENDCO.
 - Deputy Headteacher (Culture and Standards)
 - Headteacher.
 - Heads of Year.
- As authorised by the Headteacher, sanctioning students who display poor levels of behaviour.

The Senior Leadership Team (SLT) will support staff in responding to serious incidents.

Students will be responsible for:

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

Parents/carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Adhering to the home-school agreement by providing an electronic signature via Microsoft forms (see appendix 2) 
- Engaging with the Arbor App and Satchel One Show My Homework in order to keep up to date with their child's rewards, sanctions, homework and timetable.

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3. Definitions

For the purposes of this policy, the school will define 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination
- Harassment
- Vexatious behaviour
- Bullying
- Cyberbullying
- Sexual violence or sexual assault (see section 8 for further information)
- Sexual harassment (see section 8 for further information)
- Possession of any prohibited items - these may include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco / cigarettes / E-Cigarettes; fireworks
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define 'low-level unacceptable behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

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

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

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4. Staff induction, development and support

All new staff will be inducted into the school's behaviour culture to ensure they understand our expectations, systems and how best to support all students to participate in the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school, to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

The SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing Behaviour and Conduct

We adopt a positive approach to maintaining high standards and expectations, with a focus on the formation of the whole child and nurturing positive relationships between students and staff. All staff receive at least annual training on this agreement and its implementation.

Staff engage in restorative practices, rooted in the gospel values of forgiveness and reconciliation, to allow them to understand the students in their care and create a strong foundation for positive change. This is embedded through our mission statement, where we celebrate our culture of being "an inclusive Catholic family".

We support students in meeting these expectations through clear and consistent start and end of lesson routines, which are non-negotiables for all staff:

Meet and Greet:	End and Send:
- Teacher welcomes students at the door. - Seating plan in place. 'Do Now' task ready for students to begin immediately. - Register taken within first 10 minutes. (Form Time) M1 (Strength – Punctuality) recorded for all students on time and settled.	- M2 - Star of the Lesson is awarded to at least one student - Students pack away and stand behind their chairs, checking the area around them is clear. - Teachers say, "Good morning/afternoon and thank you (year group)". - Students say, "Good morning/afternoon and thank you (teacher's name)". - Dismiss students one row at a time once the bell has gone. Students must not be dismissed before the bell.

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Rewards and Sanctions system:

M1 = +1 mission point	S1 = -1 mission point
M2 = +2 mission points	S2 = -2 mission points
M3 = +3 mission points	S3 = -3 mission points
M4 = +4 mission points	S4 = -4 mission points
	S5 = -5 mission points
	Reflections Room = - 25 mission point
	Suspension = -50 mission points

75 mission points (Bronze) = name in newsletter and a certificate

150 mission points (Silver) = name in newsletter and a certificate

300 mission points (Gold) = M4, name in newsletter and certificate

500 mission points (Platinum) = voucher

Trip Criteria:

- 95%+ attendance (either cumulative or for a specific time period)
- Mission points to be in a positive (either cumulative or for a specific time period)

Rewards trips and events are calendared, and students and parents/carers are made aware of what the expectations are to qualify before the event/trip.

Rewards:

We reward students for meeting and exceeding our expectations within the framework of our values of **strength, service and success**. These are awarded through Arbor, and are visible to students and families through the Arbor App.

M1: Praise - Awarded by Form Teachers and Subject Teachers for meeting expectations:

- Strength: This student has met the following expectation: Students demonstrate the strength to self-regulate their decisions and actions. Awarded for correct uniform, equipment and punctuality.

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- **Service:** This student has met the following expectation: Students act to serve others, treating all staff and peers with respect. Awarded for good manners, helping when asked to do so and participation in prayer and liturgy.
- **Success:** This student has met the following expectation: Students strive for success by always putting their learning first. Awarded for correct equipment, fully complete classwork and home learning submitted on time.

Form teachers will issue one M1 during form time for Strength – attending on time, with correct uniform and equipment. M1s for Service and Success can and will be issued in lessons or for recognising behaviour that reflects our values at social times.

M2: Star of the lesson - Awarded by Subject Teachers for exceeding expectations in lesson. Parents/carers will receive a notification from Arbor informing them their child has received M2 Star of the Lesson. Every lesson, at least one M2 will be issued and M2s are part of the criteria for achieving an M3.

M3: Departmental Commendation - M3's will be issued every half term. Any student who achieves an M3 parents/carers will be notified through the Arbor app. The students elected to receive an M3 will have been discussed at departmental meetings. M3 recognition in celebration assemblies will be a departmental meeting agenda item, in advance of the celebration assemblies. A student cannot receive a M3 in assembly if they have not received an M2 in that subject area.

M4: Headteacher's Commendation - Every half term Heads of Year will identify 3 students from their year group for an M4. Every week a different department will identify 3 students across their subject areas to receive an M4. The student will take their work to show Headteacher. They will receive a certificate and have their photograph taken with the Headteacher. These rewards can be awarded for active contributions / positive participation to the wider life of school. Parents/carers will be notified their child has received an M4 through the Arbor app.

Celebration Assemblies: During the penultimate week of each term, assemblies will be 'Celebration Assemblies'. During this time, students will receive certificates and other rewards to celebrate their longer-term achievements and God-given talents. This will include rewards for 100% attendance.

Sanctions:

We strive to create a culture at St Gabriel's where all students choose to operate within the positive framework of rewards through clear and consistent communication with students, engagement with families, training for staff and building a culture of aspiration.

Staff closely monitor sanctions to identify students who may require additional support in terms of mental health, emotional wellbeing, safeguarding and special educational needs and/or

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disabilities. We understand that behaviour can be a form of communication. In such cases, the school will contact families so that we can work together to determine and implement effective provision for students as required.

Instances where students choose to fall short of meeting our expectations will be responded to promptly, fairly and consistently by our staff in line with gospel values of love, respect, dignity, forgiveness and reconciliation. We will always act with confidence to maintain a calm and safe learning environment at St Gabriel's, with consideration given to how instances of poor conduct can be prevented from reoccurring. Support such as targeted discussions with students, communication with parents/carers and enquires into circumstances outside of school by the Designated Safeguarding Lead (DSL) will be provided alongside the use of sanctions.

When issuing the following sanctions within the context of our values, staff aim to be consistent. However, staff are asked to use their professional judgement, understanding of individual students' needs and circumstances as well as their professional experience to determine what the appropriate and reasonable response.

For discipline to be lawful, we ensure that:

- The decision to discipline a student is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to discipline a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a student is reasonable, will not discriminate on any grounds and takes consideration of any important contributing factors (e.g. SEND, safeguarding, SEMH).

Sanctions are recorded through Arbor, and are visible to students and families through the Arbor App.

S1: Formal warning – Recorded by Form Teachers and Subject Teachers for choosing not to meet expectations at this initial level.

An S1 should be given once appropriate behaviour management strategies have been reasonably utilised by teachers. This may include pausing and waiting, using a student's name to regain their attention, providing a gentle reminder of expectations, allowing a student reasonable take-up time or using our school 'FOCUS in 3-2-1' technique:

When the teacher needs the full attention of all students, they will raise their hand and say FOCUS in 3,2,1. This stands for:

Face the speaker, **O**ffer answers when asked, **C**heck posture, **U**ndivided attention, **S**ilence 

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Where a formal warning and use of this system is necessary, the teacher must clearly and calmly inform the student that an S1 has been recorded and the reason for why. The teacher must remind the student of the expectation they have chosen not to meet.

S2: Action – Recorded by Form Teachers and Subject Teachers for choosing not to meet expectations at this next level.

Where a sanction at this second level / an escalated response to disruptive behaviour is necessary having allowed appropriate take-up time (10 second rule), the teacher must clearly and calmly inform the student that an S2 has been recorded and the reason for why. The teacher must remind the student of the expectation they have chosen not to meet and implement an appropriate action in response. These consist of:

- S2 (Equipment)
- S2 (Disruption)
- S2 (Poor quality of work)

The issuing of this sanction will send an in Arbor app message to parents/carers automatically.

S3: Social time detention - Recorded by Form Teachers and Subject Teachers for choosing not to meet expectations at this next level:

The teacher will clearly and calmly inform the student that an S3 has been recorded and the reason for why. The teacher must remind the student of the expectation they have chosen not to meet and inform them that they will receive a break or lunch time detention for 10 minutes at the teacher's earliest convenience.

The teacher will add details of the detention within Arbor. During this detention, the teacher should complete a restorative conversation with the young person and ensure they have resolved the issue leading to the detention (e.g. catching up on classwork, catching up on homework).

A message will to be sent to parents/carers automatically if a student receives an S3.

If a student does not attend the social time detention scheduled with the teacher who has issued it, an S4 next day after school detention will be issued.

S4: After school detention – Recorded by Form Teachers, Subject Teachers and Senior Leaders for choosing not to meet expectations at this next level.

The teacher must clearly and calmly inform the student that an S4 has been recorded and the reason why.

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If a student is being removed, the teacher will ask them to wait either within the classroom if possible, or outside the classroom in view of the teacher if this is not possible, to be collected by Pastoral Managers acting as 'feet on the ground'. The student must take their work with them to complete.

The Pastoral Manager will accompany the student to the relevant Curriculum Leader's classroom or office, where the student will remain completing work independently until the end of the lesson. Students resume normal lessons at the end of the session they have been removed from.

Students who have received an S4 incur a 30-minute after school detention on the next day (3.15-3.45pm) with a member of the Senior Leadership Team or Pastoral Leadership Team. The member of staff who has issued the S4 must attend the detention to hold a restorative conversation in preparation for a fresh start.

If a student does not attend this detention, the student will be issued an S5 detention, which is 45-minute after school detention, the next day, with a member of the Senior Leadership Team or Pastoral Leadership Team.

If a student does not attend the S5 detention they will be placed in the school's internal isolation unit, The Reflections Room, the next day.

Detentions will only be moved in exceptional circumstances at the discretion of the Senior Leadership Team.

Red card - Recorded by any member of staff for individual incidents of a highly serious nature warranting consideration of internal exclusion, suspension, off site directions or managed moves to other schools or permanent exclusion pending investigation.

This may include, but not limited to: Verbal abuse towards a member of staff or student, physical assault against a member of staff or student, threatening behaviour towards a member of staff or student, theft, vaping/smoking, alcohol/drug-related offences, truancy (i.e. absconding from a full lesson), significant damage to school property/premises, bullying, use/possession of a weapon or offensive item.

(See Appendix 1 Table of Consequences for further details)

The Pastoral Manager on-call will respond and act appropriately, prioritising the safety of students and staff in the first instance prior to ensuring a robust investigation takes place.

Where the investigation evidences that an internal exclusion, suspension, off site direction, managed move or permanent exclusion may be necessary, the matter will be brought to the attention of the Deputy Headteacher (Culture and Standards) and/or the Headteacher.

NB: Damage to school property - It is expected that parents / carers are liable to pay for any damage to school property or premises caused by their child. Any financial difficulties may

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result in a payment plan, but it is expected that any damage is paid for within the same academic year. Failure to comply with this may result in this being referred to the small claims court.

Monitoring of Rewards and Sanctions:

Form teachers are expected to routinely monitor the rewards and sanctions incurred by members of their form and celebrate / provide support from a pastoral point of view as appropriate. This may involve form teachers approaching Pastoral Managers, subject teachers, the SENDCo and/or Heads of Year to share concerns or request additional support/provision for students.

Curriculum Leaders (Heads of Department) are expected to routinely monitor the rewards and sanctions incurred by students within their subject areas and celebrate / provide support from a curriculum point of view as appropriate. This may involve supporting classroom teachers with following up incidents, contacting or meeting with parents/carers or providing training/advice on behaviour management or inclusive teaching.

Pastoral and Progress Leaders (Heads of Year) are expected to routinely monitor the rewards and sanctions incurred by students within their year group. Successes should be celebrated through weekly assemblies as determined by the Deputy Headteacher (Culture and Standards), with longer-term achievements celebrated through termly Celebration Assemblies. Heads of Year should offer support to Form Teachers when required, which may involve contacting or meeting with parents/carers as well as training/advice.

The Deputy Headteacher (Culture and Standards) will provide the Senior Leadership Team with weekly updated data analysis pertaining to rewards and sanctions. SLT will respond to these findings to support students, their families and staff, ensuring high standards are sustained. 

Where patterns of concern emerge as a result of our close monitoring, students may benefit from completing a '**Support Report**' with the most appropriate member of staff, who will ensure the students' parents/carers are involved throughout this process.

6. The Big 5, behaviour curriculum, prevention strategies and intervention for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

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The Big 5



There are five distinct expectations that are shared with students and ensure that all behaviour choices are linked to our school's mission of strength, service and success. The behaviour expectations are clearly visible around school and are regularly referred to when speaking to students about their behaviour choices.

Behaviour curriculum

Positive behaviour will be taught to all students as part of the behaviour curriculum, outlined in Section 5 of this policy, and will focus on defining positive behaviour and making it clear what this looks like through: 

- Consistently using the 3 key expectations linked to our values of strength, service and success to encourage positive relationships and conduct.
- The display of the mission statement, key expectations, rewards and sanctions in all classrooms.
- Creating and maintaining a stimulating environment that encourages students to be engaged.
- Establishing clear routines such as line ups, meeting and greeting students in the morning/at the start of each lesson, Do Now tasks at the start of every lesson, using FOCUS 3-2-1 to gain the attention of all students, clear 'end and send' routines to encourage an orderly finish to all lessons.
- Communicating expectations of behaviour in ways other than verbally.
- Using lots of positive praise/reinforcement to highlight and promote positive behaviour.
- Making students feel known/valued with a sense of belonging within their classroom.
- Allowing students take-up time following instructions being given before sanctioning.
- Following the 10-second rule to prevent sanctions for disruption escalating.

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- Conducting restorative conversations when required to reinforce standards and expectations in a calm manner.
- Making appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND and safeguarding.
- Using consistent and clear language when acknowledging positive behaviour and addressing misbehaviour.
- Developing positive relationships with students, based on predictability, fairness and trust, allowing teachers to understand their students and create a strong foundation from which behavioural change can take place.

De-escalation and prevention strategies

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

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Preventative measures for students with SEND

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

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

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

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long

'The LORD is my strength and my shield; my heart trusts in him, and he helps me. My heart leaps for joy, and with my song I praise him.' (Psalm 28:7)

- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Training for staff in understanding autism and other conditions

Initial interventions

A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

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

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Following the Sanctions outlined in Section 5
- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour reports
- Long-term behaviour plans

Physical intervention

Please refer to the school's **Positive Handling Policy** for full details of the procedures and requirements relating to physical intervention, reasonable force, restraint and seclusion. The following provides a summary of the school's approach.

St Gabriel's RC High School is committed to maintaining a safe, respectful and inclusive environment in which the welfare, safety and dignity of students and staff are paramount. The school's approach is underpinned by the **Education and Inspections Act 2006, sections 93 and 93A**, relevant safeguarding and equality legislation, and the Department for Education's *Restrictive interventions, including use of reasonable force, in schools* (April 2026). Staff may use reasonable force where lawful and necessary to prevent injury, damage to property, an offence or serious disruption to good order and discipline. Any intervention must be reasonable, proportionate, the least restrictive response appropriate to the circumstances and used for the shortest time necessary. Physical intervention must never be used as punishment, intimidation or retaliation.

The school will prioritise positive relationships, preventative strategies and de-escalation to reduce the likelihood of situations escalating to physical intervention. Staff will consider each student's individual circumstances, including special educational needs and disabilities (SEND), medical conditions, communication needs, sensory needs and known vulnerabilities,

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making reasonable adjustments where required. Appropriate physical contact may be used when necessary for purposes such as first aid, guidance or safeguarding. Restrictive interventions, including restraint or seclusion, must only be used in accordance with the law and applicable guidance, with particular consideration given to student safety and the risks associated with restricting movement or breathing. Staff must stop an intervention as soon as it is no longer necessary.

The Headteacher will ensure that relevant staff receive appropriate training in positive behaviour support, de-escalation and the safe and lawful use of physical intervention. Staff must follow the Positive Handling Policy, exercise professional judgement and seek assistance where reasonably practicable. Individual behaviour support plans and risk assessments will be developed and reviewed where appropriate, particularly for students who may be at increased risk from restrictive interventions. Any concerns regarding inappropriate or excessive force must be reported and addressed through the school's safeguarding and staff conduct procedures.

All significant incidents involving the use of force, restraint or seclusion will be recorded, reported and reviewed in accordance with applicable statutory requirements, including section 93A of the Education and Inspections Act 2006 and the relevant recording and reporting regulations in force from April 2026. Parents and carers will be informed as soon as practicable where required by law, subject to applicable safeguarding exceptions. The school will review incidents to identify learning, assess the effectiveness of preventative strategies, consider any additional support required and reduce the likelihood of recurrence. Governors will receive appropriate anonymised monitoring information to support oversight, accountability and continuous improvement.

7. Sexual abuse and discrimination

Sexual harassment, sexual violence and all forms of harmful sexual behaviour are unacceptable and will not be tolerated at St Gabriel's RC High School. The school is committed to providing a safe, respectful and inclusive environment in which all students are protected from abuse, discrimination, intimidation and degrading treatment. Prohibited behaviour includes, but is not limited to, unwanted sexual comments, jokes, gestures, propositions, sexualised name-calling, threats, physical touching, intimidation, gender-based bullying, upskirting, downblousing, flashing, sharing or requesting sexual images, and any unwanted sexual conduct through digital devices, social media, messaging platforms or other online channels. This includes image-based abuse, the non-consensual sharing of intimate images and the creation or sharing of sexually explicit images, including those generated or manipulated using artificial intelligence.

The school will respond promptly, seriously and sensitively to all reports, disclosures and concerns relating to sexual harassment or sexual violence, whether they occur in school, online, on school-related activities or outside the school where they affect students' safety or welfare. All staff must follow *Keeping Children Safe in Education (KCSIE) 2026*, the school's Safeguarding and Child Protection Policy and applicable statutory guidance, including *Working Together to Safeguard Children*. Concerns must be reported to the Designated

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Safeguarding Lead (DSL) or deputy DSL without delay. The school will adopt a child-centred approach, consider each case individually, preserve confidentiality on a need-to-know basis and make referrals to children's social care, the police or other relevant agencies where appropriate. Reports will never be dismissed solely because of a lack of physical evidence, delayed disclosure or the relationship between the students involved.

Appropriate protective measures will be taken to safeguard students affected by the alleged behaviour and to prevent further harm, victimisation or retaliation. The school will consider individual risk assessments, safety plans, support arrangements and reasonable adjustments, taking account of the ages, needs, circumstances and wishes of those involved, without compromising safeguarding responsibilities. Support will be offered to affected students and, where appropriate, to students whose behaviour has caused concern, recognising that support and accountability may both be necessary. Disciplinary action will be proportionate to the nature, seriousness and context of the behaviour, the impact on others and any relevant previous incidents, and may include sanctions in accordance with the Behaviour Policy. Sexual harassment or violence will not be minimised as banter, a joke, a misunderstanding or an inevitable part of growing up.

All incidents, reports, decisions and actions will be recorded securely and accurately in accordance with safeguarding procedures and data protection requirements. The school will work with parents and carers and relevant external agencies where appropriate, subject to safeguarding considerations and the need to protect students from further harm. The Headteacher, DSL and relevant staff will review incidents and patterns of behaviour to identify risks, improve prevention and ensure appropriate follow-up. The school will also promote respectful relationships, consent, equality and safe online behaviour through its curriculum and wider pastoral provision. Any allegation involving a member of staff will be managed in accordance with KCSIE 2026 and the school's procedures for allegations against staff, including referral to the Local Authority Designated Officer (LADO) where required.

8. Smoking, vaping and controlled substances

St Gabriel's RC High School operates a smoke-free and vape-free school environment in accordance with applicable legislation, including the **Health Act 2006** and relevant regulations. Smoking and vaping are prohibited across school buildings, outbuildings, playgrounds, playing fields and other school premises. Students, staff, parents, visitors and contractors must not smoke or vape on school grounds, and the school requests that smoking and vaping are avoided immediately outside the school gates. Students must not bring tobacco, cigarettes, vapes, e-cigarettes, nicotine products or associated smoking materials onto school premises. Such items may be confiscated in accordance with the Department for Education's *Searching, Screening and Confiscation: Advice for Schools* and the school's procedures. Breaches may result in a Red Card and an appropriate sanction, including suspension where justified under the current statutory guidance on suspension and permanent exclusion.

St Gabriel's RC High School does not permit the possession, use, supply or distribution of illegal drugs, controlled substances or psychoactive substances on school premises or during

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school-related activities. Suspected substances will be handled safely, recorded and secured to preserve the integrity of any evidence, and the police will be contacted promptly where appropriate. Controlled drugs will be passed to the police as soon as possible unless there is a good reason not to do so, in which case staff will follow the Department for Education's *Searching, Screening and Confiscation: Advice for Schools* regarding safe disposal. Staff must not taste, unnecessarily handle or attempt to identify unknown substances themselves. The incident, including the circumstances, date, time, witnesses and action taken, will be documented, and parents or carers will be informed as appropriate, subject to safeguarding considerations and police advice.

All incidents involving smoking, vaping, suspected drugs or related paraphernalia will be addressed in accordance with the school's Behaviour Policy, Safeguarding and Child Protection Policy, and applicable legislation and guidance, including *Keeping Children Safe in Education 2026* and *Drugs: Advice for Schools*. The school will consider proportionate disciplinary action, which may include suspension or permanent exclusion in serious cases, in line with the statutory guidance effective from July 2026. The school will also consider whether the student may be experiencing vulnerability, exploitation, coercion or other safeguarding concerns and will arrange appropriate support or referrals where necessary. These expectations apply equally on school trips and other school-led activities, wherever they take place.

9. Prohibited items, searching students and confiscation

St Gabriel's RC High School will conduct searching, screening and confiscation in accordance with the **Education Act 1996 (sections 550ZA–550ZD)**, the Department for Education's *Searching, Screening and Confiscation: Advice for Schools*, *Keeping Children Safe in Education (KCSIE) 2026*, and the applicable statutory guidance on mobile phones and behaviour in schools. The Headteacher and staff specifically authorised by the Headteacher may search a student or their possessions without consent where there are reasonable grounds to suspect that they have a prohibited item, or an additional item identified in the school rules as searchable. Statutory prohibited items include knives and weapons, alcohol, controlled drugs, stolen items, specified articles that may be used to commit an offence or cause injury or damage, and other items prescribed by regulations. The school's additional searchable items include tobacco, cigarettes, vapes and related paraphernalia, fireworks, pornography, solvents, lighters, dangerous chemicals, laser pens, offensive weapons, and any other items expressly identified in this Behaviour Policy, including mobile phones, headphones, chewing gum, energy drinks and liquid correction fluid. Additional items must be clearly identified in the published school rules. A search may take place on school premises or elsewhere when the member of staff has lawful control or charge of the student, including during school trips.

Searches will be conducted sensitively, with due regard to students' dignity, privacy, safety and individual circumstances. Wherever possible, the search will take place away from other students. A search of a student must be conducted by a member of staff of the same sex as the student and in the presence of another member of staff, who should also be of the same

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sex where reasonably practicable. The statutory exceptions apply where the member of staff reasonably believes there is a risk of serious harm if the search is not carried out urgently and it is not reasonably practicable to meet these requirements. A student's possessions must normally be searched in the student's presence and in the presence of another member of staff, subject to the relevant statutory exception. Staff may require the removal of outer clothing, including coats, hats, shoes, boots, gloves and scarves, but must not conduct searches requiring the removal of clothing beyond the statutory definition of outer clothing. Any search involving more intrusive procedures must be referred to the police where appropriate. Authorised staff may use an appropriate screening wand in accordance with the school's procedures. Staff may seize any prohibited item or item they reasonably believe is evidence of an offence, a risk of harm or a breach of the school rules. Confiscated items will be recorded, stored securely and returned, retained or disposed of in accordance with legislation, DfE guidance and the school's procedures.

Where a search identifies a weapon, controlled drug, suspected illegal substance, suspected indecent image of a child or another item indicating a serious criminal or safeguarding concern, the Headteacher or designated senior leader and the Designated Safeguarding Lead (DSL) must be informed promptly, and the police or relevant safeguarding agencies contacted where appropriate. Any suspected substance or potentially criminal evidence must be handled and secured safely, with details of the discovery and actions taken recorded. Where an electronic device is found, staff may examine its contents only where permitted by law and applicable DfE guidance; where there is a safeguarding concern, including suspected sexual abuse, exploitation or the sharing of indecent images, staff must not view, copy, forward or unnecessarily handle potentially illegal images and must follow the school's safeguarding procedures and seek police advice. Searches and confiscations will be recorded in the school's designated system, the Headteacher or delegated senior leader will be notified of prohibited items, and parents or carers will be informed where appropriate and consistent with safeguarding advice. Breaches may result in sanctions under this Behaviour Policy, including suspension or permanent exclusion where justified and consistent with the statutory guidance in force.

10. Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner and conduct themselves in line with our school mission. This applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.

Staff can discipline students for misbehaviour outside of the school premises, including conduct online, when the student is:

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

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Staff may also discipline students for misbehaviour outside the school premises, including conduct online, that:

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

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

12. Monitoring and Review

This policy will be reviewed by the Headteacher and Deputy Headteacher (Culture and Standards) in collaboration with staff, students and parents/carers on an annual basis. Any agreed changes will be made and communicated to all relevant stakeholders. This policy will be made available for Ofsted and Diocesan inspections upon request.

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Table of Consequences

Sanction	Teacher that issued it (Form/Class Teacher)			After school detention team	Pastoral Team (FT, PM, HOY, SLT)		SLT	Deputy Headteacher (C&S)/DSL/Headteacher			Headteacher	
	Warning	Notification home	10 min break or lunch time detention		Report	Behaviour contract / agreement		Reflections Room	Suspension	Off Site Direction (OSD)	Managed Move	Perm Ex
S1	X											
S2 (equipment)		X										
S2 (disruption)		X										
S2 (poor quality of work)		X										
S3 (disruption)			X									
S3 (inappropriate language)			X									
S3 (homework)			X									
S3 (damage to property/ premises)			X									
S3 (refusal to complete classwork)			X									
S4 (failed to attend an S3 detention)				X	X							
S4 (late to school – U code)				X	X	X						

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S4 (5 minutes late to lesson/form)				X	X	X						
S4 (truancy)				X	X	X		X	X	X	X	
S4 (uniform)				X		X						
S4 (refusal to follow instruction)				X	X	X						
S4 (inappropriate behaviour)				X	X	X		X	X	X	X	
S4 (disruption and removal)				X	X	X						
S4 (HoY)				X	X	X		X	X	X	X	
S4 (no ingredients – food technology)				X	X							
S4 (no PE kit)				X	X							
S5 (failed to attend S4 detention)							X	X				
Red Card (bullying)								X	X	X	X	X
Red Card (damage to property/ premises)								X	X	X	X	X
Red Card (discrimination – homophobia)								X	X	X	X	X
Red Card (discrimination – other)								X	X	X	X	X
Red Card (discrimination – racism)								X	X	X	X	X

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Red Card (drugs/ alcohol)								X	X	X	X	X
Red Card (physical assault against a student)								X	X	X	X	X
Red Card (physical assault against an adult)								X	X	X	X	X
Red Card (possession of a prohibited item)								X	X	X	X	X
Red Card (smoking/ vaping)								X	X	X	X	X
Red Card (theft)								X	X	X	X	X
Red Card (verbal abuse/ threatening behaviour towards a student)								X	X	X	X	X
Red Card (verbal abuse/ threatening behaviour towards an adult)								X	X	X	X	X
Red Card (walked out of lesson)					X	X		X	X	X	X	

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**ST TERESA
of CALCUTTA**
Catholic Academy Trust



**STRENGTH
SERVICE
SUCCESS**

Red Card (weapon or offensive item)								X	X	X	X	X
Red Card – Reflections Room (failure to hand over mobile phone/electr onic device)								X				
Red Card – Reflections Room (failure to attend S5 detention)								X				

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HOME-SCHOOL AGREEMENT

“I can do things you cannot, you can do things I cannot; together we can do great things.” (St Teresa of Calcutta)

This home-school agreement outlines the responsibilities of parents/carers, students and St Gabriel's staff. We believe families play a vital role in supporting the formation and education of their children. This agreement reflects our commitment to working in partnership with families in the best interests of children to ensure their fulfilled experience of Catholic education.

St Gabriel's RC High School will:

- Provide a safe, secure and caring environment, where all children have the opportunity to flourish.
- Prioritise the formation of all children, supporting students on their journey of faith within our Catholic context.
- Set high standards and expectations based on our mission statement and values of strength, service and success.
- Promote and embed the British values, including mutual respect and tolerance of different faiths.
- Support students with self-regulation and ownership of learning so they become confident and resilient learners.
- Support students with their ambitions and aspirations so they are ready to make positive contributions to society, conscious of and empathetic towards their neighbours.
- Implement a relevant, broad, balanced, ambitious and inclusive curriculum for all students that permits the development of God-given talents, knowledge and skills.

Parents and carers will:

- Support our Catholic Ethos and mission.
- Ensure that my/our child adheres to and follows St Gabriel's expectations rooted in the values of strength, service and success so that they make positive contributions to the school community.
- Support my/our child and the school by encouraging my/our child to make the most of the opportunities available to them.
- Ensure my/our child aims to achieve 100% attendance, wears correct uniform, arrives on time and is properly equipped for school.
- Encourage my/our child to work hard and support them with home learning and extra-curricular intervention/revision sessions.
- Attend parents' evenings and discussions about my/our child's progress and attitude to learning.
- Support St Gabriel's RC High School's policies and guidelines as outlined on the school website.
- Allow my/our child to attend off-site visits.

Students will:

- Act in accordance with our three expectations, rooted in our values of strength, service and success to maximise every students' experience of learning:
 1. Students demonstrate the strength to self-regulate their decisions and actions.
 2. Students act to serve others, treating all staff and peers with respect.
 3. Students strive for success by always putting their learning first.
- Strive to achieve their full potential through engaging with the curriculum in lessons, completing home learning to the highest possible standard and engaging with extra-curricular intervention/support.
- Be proactive in catching up on missed learning.
- Treat others as we would wish to be treated (Golden Rule).
- Be empathetic towards and considerate of the other people who also belong to our school family, loving thy neighbours.
- Be proud to belong to our school, be positive role models for others and be ambassadors within the local community.

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• Implement a relevant, rich and engaging personal development programme to ensure students receive effective PSHCE and RSHE, rooted in gospel values. • Ensure students develop their reading proficiency and love of reading. • Offer a programme of extra-curricular and enrichment opportunities to support students' development of cultural capital, physical health and mental health. • Work in partnership with students and their parents/carers to continually improve our school, ensuring families are kept informed about school matters. • Assess and report on students' learning and progress. • Reward students for meeting/exceeding our expectations. • Fairly sanction students who choose not to meet our expectations, reserving the right to detain after school.	• Agree to the Culture and Standards Agreement (Behaviour Policy) of St Gabriel's RC High School, including engagement with Arbor and Satchel One Show My Homework. • Not make appointments for my/our child during the school day unless urgent. • Not book holidays during term time. • Work in partnership with the staff at St Gabriel's, in the knowledge that both parties have the best interests of the children in their care at heart. • Contact the school directly if and when they need to contact their child, rather than contacting their child on their mobile phone.	• Have at least an 'engaged' attitude to learning in all subjects. • Aim for 100% attendance, wear the correct uniform, be on time and properly equipped for learning. • Embrace opportunities to explore and discover new talents and interests, readily participating in enrichment activities. • Strive to receive rewards and understand that choosing not to meet our expectations will result in fair sanctions. • Understand that inappropriate behaviour outside of school that brings our school into disrepute will be dealt with in the same way as if this had taken place within school. • Respect school property and premises. • Contact parents/carers if needed through the school office, as opposed to using their mobile phone.
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The Big 5

STRENGTH
SERVICE
SUCCESS

THE BIG 5

SCHOOL EXPECTATIONS

- 1 RESPECT OUR COMMUNITY**
Treat others with kindness and consideration, and take care of our school environment.
Service
- 2 BE ON TIME, ALL THE TIME**
Arrive punctually to school and every lesson, ready to begin learning straight away.
Strength & Success
- 3 ENGAGE FULLY IN LEARNING,**
Listen actively, participate positively, and always try your best.
Strength
- 4 NO MOBILE PHONES**
Phones must be switched off and out of sight at all times on school grounds.
Success
- 5 WEAR YOUR UNIFORM CORRECTLY**
Dress smartly and follow all uniform expectations with pride.
Strength & Success

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