



ST TERESA  
of CALCUTTA  
Catholic Academy Trust



STRENGTH  
SERVICE  
SUCCESS

# St Gabriel's RC High School

## Culture and Standards Agreement

### (Behaviour Policy)



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### 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.



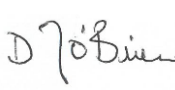
'The LORD is my strength and my shield; my heart trusts in him, and he helps me. My heart leaps for joy, and with my song I praise him.' (Psalm 28:7)



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Time of review: Summer 2024	Time of next review: Summer 2025
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Signed: 	Date: 1 <sup>st</sup> September 2024
Headteacher: Mr Braithwaite	
Signed: 	Date: 1 <sup>st</sup> September 2024
Approved by the Local Governing Body	
Signed by Chair of Governors: 	Date: 19 <sup>th</sup> September 2024

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'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)



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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 pupils 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.

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## 1. Legal framework

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Review of sexual abuse in schools and colleges](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- SEND information report
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

## 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 link governor for behaviour, standards and culture, will work in collaboration with the Headteacher to monitor the effectiveness of this policy.
- Ensuring this policy is published on the school website.

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 pupils.
- 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 Senior Mental Health Lead and 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 pupils 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.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, 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 pupils 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

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- Adhering to this policy and applying it consistently and fairly
- 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 Google Form (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.

### **3. Definitions**

'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)



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.

#### **4. Staff induction, development and support**

'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)



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:

<b>Meet and Greet:</b>	<b>End and Send:</b>
<ul style="list-style-type: none"> <li>Teacher welcomes students at the door.</li> <li>Seating plan in place.</li> <li>'Do Now' task ready for students to begin immediately.</li> <li>Register taken within first 5 minutes.</li> <li>M1 (Strength – Punctuality) recorded for all students on time and settled.</li> </ul>	<ul style="list-style-type: none"> <li>M3 - Star of the Lesson is awarded to at least one student (rewards card stamped).</li> <li>Students pack away and stand behind their chairs, checking the area around them is clear.</li> <li>Teachers say, "Good morning/afternoon and thank you (year group)".</li> <li>Students say, "Good morning/afternoon and thank you (teacher's name)".</li> <li>Dismiss students one row at a time once the bell has gone. Students must not be dismissed before the bell.</li> </ul>

### Rewards:

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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 and punctuality.
- **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.

**M2: Mission points** - Awarded by Form Teachers and Subject Teachers for exceeding expectations. Examples are provided below; however, departments may also have specific examples of how to achieve Mission Points in their subject areas, which are shared with students:

- **Strength:** This student has exceeded the following expectation: Students demonstrate the strength to self-regulate their decisions and actions. E.g. Award for acts of resilience, sustained improved conduct and excellent effort.
- **Service:** This student has exceeded the following expectation: Students act to serve others, treating all staff and peers with respect. E.g. Award for offers to help or support staff and peers, acts of kindness to others and leadership of prayer and liturgy.
- **Success:** This student has exceeded the following expectation: Students strive for success by always putting their learning first. E.g. Award for excellent completion of classwork, high quality completion of home learning, strong performance in assessments/examinations and active participation during lessons.

Mission badges are awarded to students for their cumulative collection of Mission Points over their 5-year journey at St Gabriel's. Badges are available at bronze, silver and gold levels for each of our three values of strength, service and success and should be worn on the lapels of students' blazers:

- Bronze – 100 mission points.
- Silver – 200 mission points.
- Gold – 300 mission points.

**M3: Star of the Lesson** - awarded by Form Teachers following Form Time activities and Personal Development lessons, and Subject Teachers every lesson. At least one student must be awarded Star of the Lesson at the end of each form time and lesson, but more students can receive this award if appropriate. All students will receive a 'Five-star Superstar' card, which teachers should stamp (please do not handwrite) towards the end of

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form time and lessons. Once a student's card has been filled with five teacher stamps, they can:

- KS3 – Attend 'Fantastic Fridays' with our Deputy Headteacher, where they will receive a certificate and chocolate bar at break time on Fridays. A new five-star card will be given.
- KS4 – Exchange their completed card for a break time treat of their choice, with the ability to join the front of the queue in the canopy or dining hall. A new five-star card will be given by a member of the catering team.

**M4:** Headteacher's Commendation - Awarded for positive contributions to the wider life of school. These rewards can be awarded by any member of staff who has worked with a student on their active contribution / positive participation to the wider life of school (e.g. Success with Comino projects, being ambassadors for school, leading enrichment or extra-curricular activities, commitment to initiatives beyond the classroom). Where students receive a Headteacher's commendation, the Headteacher will request to see students for a celebration where they will receive a certificate, 'Mission Bar' and £10 reward.

**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 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

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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:

- **Strength:** This student has chosen not to meet the following expectation: Students demonstrate the strength to self-regulate their decisions and actions. Record for chewing gum/eating during lessons or as a formal warning for disruption to learning.
- **Service:** This student has chosen not to meet the following expectation: Students act to serve others, treating all staff and peers with respect. Record for being impolite/rude towards peers or staff.
- **Success:** This student has chosen not to meet the following expectation: Students strive for success by always putting their learning first. Record for choosing not to fully complete classwork or not fully completing homework despite submitting on time.

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:

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

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:

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- **Strength:** This student has chosen not to meet the following expectation: Students demonstrate the strength to self-regulate their decisions and actions. Record for not adhering to the uniform policy, improper use of mobile phones/technology, being up to 5 minutes late to lesson without a valid reason and/or a note from a member of staff or the next level of response to disruption to learning having already issued an S1 for this reason.
- **Service:** This student has chosen not to meet the following expectation: Students act to serve others, treating all staff and peers with respect. Record for using non-abusive yet derogatory language or being unwilling to help peers or staff when asked.
- **Success:** This student has chosen not to meet the following expectation: Students strive for success by always putting their learning first. Record for not having the correct equipment, completing classwork to a poor standard, completing home learning to a poor standard.

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. This may include (not an exhaustive list):

- Asking the student to move seats within the classroom
- Confiscating an item causing distraction
- Providing a resource/item to support
- Lending a missing item of equipment
- Allowing a brief time-out so long as the student remains in view of the teacher
- Asking the student to redo the classwork by an agreed deadline
- Asking the student to redo the homework by an agreed deadline
- Asking the student to complete an appropriate act of service to support staff or peers
- Having a brief restorative conversation during or at the end of the lesson

The issuing of this sanction will send a text message/SMS 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:

- **Strength:** This student has chosen not to meet the following expectation: Students demonstrate the strength to self-regulate their decisions and actions. Record for being up to 10 minutes late to lesson without a valid reason and/or a note from a member of staff or the next level of response to disruption to learning having already issued an S2 for this reason.
- **Service:** This student has chosen not to meet the following expectation: Students act to serve others, treating all staff and peers with respect. Record for using language in a malicious and unkind way (e.g. name calling) or showing a lack of consideration for

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school property and premises (e.g. low-level graffiti, writing on desks, minor damage to displays), or property belonging to members of staff and/or peers.

- Success: This student has chosen not to meet the following expectation: Students strive for success by always putting their learning first. Record for refusing to complete classwork despite tasks being adapted and the student being prompted or not submitting any evidence of completed homework by the specified deadline.

Where a sanction at this third 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 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).

The issuing of this sanction will lead a message to be sent to parents/carers automatically.

If a student does not attend the social time detention scheduled with the teacher who has issued it, the teacher must contact home to discuss and agree the next steps/appropriate action with the child's parents/carers. The teacher should seek support from the appropriate Middle Leader if required (i.e. a Curriculum Leader or Pastoral & Progress Leader).

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

- This student has chosen not to meet the following expectation: Students demonstrate the strength to self-regulate their decisions and actions. Record:
  - As the final level of response to disruption to learning having already issued an S3 for this reason.
  - For being more than 10 minutes late to lesson without a valid reason and/or a note from a member of staff (still attended the lesson albeit it very late).
  - For not attending a truancy social time detention.
  - For not bringing P.E. kit three times.

Where an escalated response to disruptive behaviour is necessary as the student cannot self-regulate, having allowed appropriate take-up time (10 second rule), the teacher must clearly and calmly inform the student that an S4 has been recorded and the reason why.

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.

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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 afterschool detention on the same day (3.15-3.45pm) with a member of the Senior 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 member of staff who has issued the S4 will contact home to discuss and agree the next steps/appropriate action with the child's parents/carers.

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, managed moves to other schools or permanent exclusion pending investigation.

This may include: 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.

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, 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 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:**

'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)



**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. 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.

### **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 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)



- 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: meeting and greeting pupils 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.
- 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**

'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)

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
- 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**

PART 7 of the Education and Inspection Act 2006 as referred to in the DfE Use of reasonable force (July 2013) outlines the powers of members of school staff to use force.

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

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

'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)

- (a) committing any offence,
  - (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
  - (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- (2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.
- (3) The power conferred by subsection (1) may be exercised only where—
- (a) the member of the staff and the pupil are on the premises of the school in question, or
  - (b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.
- (4) Subsection (1) does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.

At St Gabriel's RC High School reasonable force will only be used as a last resort when de-escalation skills have failed, where staff safely hold students until they can regulate their own emotions, and by doing so prevent them harming themselves or others.

The Headteacher, along with relevant staff, receive training on positive handling.

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

## **7. Sexual abuse and discrimination**

Sexual harassment and violence of any kind will never be tolerated at St Gabriel's RC High School. The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence.

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

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

'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)

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

In line with the Ofsted Review of Sexual Abuse in Schools, the school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Risk assessments and safety plans will be conducted following any such incidents and support offered where needed to both the victim and alleged perpetrator e.g. counselling.

## **8. Smoking, vaping and controlled substances**

In accordance with the Health Act 2006, the school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents, visitors, staff and students will be instructed not to smoke or vape on school grounds and should avoid smoking in front of students and/or encouraging students to smoke. Students will not be permitted to bring smoking materials or nicotine products to school. If students are found with any of these items on their person, the items will be confiscated and disposed; a Red Card and a corresponding sanction will be issued, which could include suspension from school.

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

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

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

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

The incident will be reported to parents / carers and the police immediately. The police will then collect the sample and deal with it in line with their agreed protocols. If the police do not need to take it the school will dispose of the evidence safely and securely.

'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)

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

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

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

## **9. Prohibited items, searching pupils and confiscation**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Headteachers and staff authorised by them will have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Types of prohibited items include, but are not limited to, the following:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Balloons (Nitrous Oxide canisters)
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Fire lighting equipment: Matches, lighters, etc.
- Electronic cigarettes and vaping paraphernalia
- Solvents
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Dangerous chemicals
- Offensive materials (i.e. homophobic, racist, etc.)
- Other items:
  - Mobile Phones
  - Portable music devices and earbuds/headphones
  - Liquid correction fluid
  - Chewing gum
  - Energy drinks

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- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the student themselves; or
  - To damage the property of any person, including the student themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

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

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

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

At St Gabriel's, searches are carried out by assigned staff directed by the Headteacher, with a same-sex staff member as the lead and another member of staff as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

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

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

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

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

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

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

Staff will record all searches in the deputy's office and contact parents / carers to inform them.

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## 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 pupil at the school.

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 pupils 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

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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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## **St Gabriel's RC High School**

### **Culture and Standards Agreement - Appendix 1: Mobile Phone Policy**

#### **Rationale:**

Mobile phones cause students significant distraction, when their attention must be focused on their learning, formation and personal development during the school day. Moreover, mobile phones can compromise the wellbeing of students and safety of our school community when used irresponsibly.

At St Gabriel's, we aim to:

- Keep all students safe.
- Continuously raise standards of conduct and behaviour.
- Sustain an environment where students demonstrate a love of learning free from distraction.
- Support our students in growing to become well-rounded young adults with strong interpersonal and social communication skills.

A culture where students' interactions with others revolves around their mobile phones presents significant barriers to the achievement of these aims and can, in some cases, be dangerous.

As a result, we have strict regulations surrounding the use of mobile phones during the school day which all students and their parents/carers must adhere to. We ask students and parents/carers to consider the following to this end:

- Students phoning and/or sending messages disrupts teaching and learning.
- Texts and social media platforms can be used to bully other children.
- Mobile phones with cameras can be used to transmit images/videos of students and staff without their consent or permission.
- Examination boards regard mobile phones as a threat to examination security and enforce severe penalties upon candidates who bring mobile phones into the examination room with them.
- Mobile phones can constitute a 'fashion item' and potentially cause petty crime.
- When mobile phones are lost, damaged or stolen at school, valuable resources are deferred away from other school matters to resolve such situations.
- The receipt of notifications and communication via mobile phones during the day is a constant distraction to the mindset and focus of students.

#### **Regulations:**

- We understand that mobile phones have become a convenience of daily life and parents/carers want to be able to contact their children who are dependent on public transport. We do allow students to bring mobile phones to school, but they should be switched off and kept out of sight from the beginning of the school day at 8.40am until the end of the school day at 3.10pm. The only exceptions are:

'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)

- A student accessing Arbor or Show My Homework to check their timetable, rewards, sanctions or home learning deadlines. It is accepted that a student may do this outside of lessons (i.e. between lessons, at break or lunch time); however, students may not do this during lesson time.
- A teacher granting their class permission to use their mobile phones to support a learning activity, during which time the teacher takes responsibility for managing their students' use of technology. Students must only use their devices as directed by their teacher for the purpose of learning.
- Parents/carers must not contact their child using their mobile phone during the school day. Where parents/carers need to contact their child, including in emergency situations, they must do so by sending an e-mail or phoning the school office.
- Students must not contact their parents/carers using their mobile phone during the school day. Where students need to contact their parents/carers, including in instances of sickness, they must do so by asking the school office to phone home.
- Students must not access any social media platforms during the school day.
- Students must not photograph or video other students or members of staff under any circumstances.
- Students must not use their mobile phones to play games or listen to music. To this end, students are not permitted to bring headphones/earbuds into school.
- Mobile phones and other e-devices are the responsibility of students. They should be switched off and kept surely in their bags or pockets unless school-approved Apps are being checked. Their loss or disappearance will not be investigated beyond what is reasonable, and the school accepts no responsibility for the loss of mobile phones or other e-devices which students have chosen to bring on to school premises.
- Considering concerns nationally about the uses to which images can be put, we ask all parents/carers to be sensitive about taking photographs or videos using mobile phones, cameras or video-recorders at school events. Please follow the instructions of the supervising staff about their use.
- The school may correspond with parents/carers via SMS and therefore we ask that parents/carers engage with Arbor and Satchel One Show My Homework to keep up to date with their child's rewards, sanctions, home learning, attendance and timetable.

### **Sanctions:**

If a student is seen to be using a mobile phone or any other e-device during a lesson without permission from their teacher, an S2 sanction will be recorded on Arbor and the device will be confiscated by the member of staff for the remainder of the day.

If a student is seen to using a mobile phone or any other e-device between 8.40am – 3.10pm outside of lessons other than to check school-approved Apps/websites, an S2 sanction will be recorded on Arbor and the device will be confiscated by the member of staff for the remainder of the day.

The recording of the S2 sanction will automatically send an SMS to the student's parent/carer.

Where a mobile phone or other e-device has been confiscated, the member of staff will take the device to the school office, where it will be kept securely until the end of the school day

'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)

(3.10pm). If a student is completing an after-school detention, the device will be kept until the end of their detention (3.45pm). After this time, students should collect their devices prior to leaving school.

If a student breaches the regulations of this policy and refuses to hand over their mobile phone or e-device, the member of staff will contact parents/carers to agree that the student will either:

- Not bring their device into school for one-week, which parents/carers take responsibility for ensuring.
- Hand their device in to their Form Teacher in the morning and collect it at the end of the day for one week.

Repeated breaches of this policy will be escalated to the student's Pastoral and Progress Leader (Head of Year), with parents/carers required to attend a meeting in school to agree a solution.

The school reserves the right to examine devices if a member of staff suspects that these rules have been broken. The Headteacher, Deputy Headteachers and Designated Safeguarding Lead reserve the right to search content on devices where they have reasonable grounds to do so. This will be done in the presence of the student and a second member of staff.

## 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.

<ul style="list-style-type: none"> <li>• Implement a relevant, rich and engaging personal development programme to ensure students receive effective PSHCE and RSHE, rooted in gospel values.</li> <li>• Ensure students develop their reading proficiency and love of reading.</li> <li>• Offer a programme of extra-curricular and enrichment opportunities to support students' development of cultural capital, physical health and mental health.</li> <li>• Work in partnership with students and their parents/carers to continually improve our school, ensuring families are kept informed about school matters.</li> <li>• Assess and report on students' learning and progress.</li> <li>• Reward students for meeting/exceeding our expectations.</li> <li>• Fairly sanction students who choose not to meet our expectations, reserving the right to detain after school.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Not make appointments for my/our child during the school day unless urgent.</li> <li>• Not book holidays during term time.</li> <li>• 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.</li> <li>• Contact the school directly if and when they need to contact their child, rather than contacting their child on their mobile phone.</li> </ul>	<ul style="list-style-type: none"> <li>• Have at least an 'engaged' attitude to learning in all subjects.</li> <li>• Aim for 100% attendance, wear the correct uniform, be on time and properly equipped for learning.</li> <li>• Embrace opportunities to explore and discover new talents and interests, readily participating in enrichment activities.</li> <li>• Strive to receive rewards and understand that choosing not to meet our expectations will result in fair sanctions.</li> <li>• 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.</li> <li>• Respect school property and premises.</li> <li>• Contact parents/carers if needed through the school office, as opposed to using their mobile phone.</li> </ul>
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