

Behaviour Policy
(Including Promoting Good Behaviour, Code of Conduct, Rewards & Sanctions,
Temporary & Permanent Exclusions)
Including our Early Years Foundation Stage

Authorised by	resolution of the Board of Governors
Reviewed	Pre 2021 Versions (1-0-1 to 1-1-4)
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	Autumn 2022 (1-2-1)
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	Summer 2024 (1-4-2 and 1-4-3)
	Spring 2025 (1-5-0)
	Autumn 2025 (1-6-0 and 1-6-1)
	Spring 2026 (1-6-2)

INTRODUCTION

At St Gabriel's ("the school") our community is based upon trust and respect for all members. The school aims to encourage pupils to adopt the highest standards of behaviour and principles and to respect the ethos of the school. Promoting the emotional wellbeing of all our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities. We therefore view any sanctions imposed as part of a supportive framework which enables pupils' inappropriate behaviour and work practices to be modified in sympathy with our School Code of Conduct and Aims and Objectives.

The school is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world. The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

This policy applies to all pupils in the school including those in the Nursery, our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Katie Noonan.

This Behaviour Policy takes account of non-statutory advice Behaviour and Discipline in Schools (updated February 2024) and is therefore intended to support the Anti-Bullying Policy, and Child Protection (Safeguarding) Policy and Safeguarding Guidance, all of which are available from the

school and on the website. This policy should be read in conjunction with the Exclusion, Removal and Review Policy.

CODE OF CONDUCT

The school's community of Governors, staff, parents, and pupils adhere to an established routine and expectations. It applies at all times when the pupil is at school (either on the premises or remotely), representing the school or wearing school uniform; travelling to and from the school, or associated with the school at any time whether in person or online.

The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school or its pupils. Parents are expected to support the school in managing expectations of behaviour and the provisions of this policy, both at home and at school.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Expectations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at school, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy on our website details how the school manages any bullying behaviours and how it encourages respect for all. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The school takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

The school reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the sanctions listed below or in the Anti-Bullying or Exclusion, Removal and Review policies.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at the School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. The school values a close relationship with parents and encourages parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the school will liaise closely with parents where practical and, if relevant, other support agencies. The school has an ethos of pro-active pastoral care that aims to support pupils and equip them with the ability to make correct choices about their behaviour.

The school welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the school's safeguarding obligations, and the school's Missing Child Policy.

Please note that it is usually the School's policy not to allow holiday to be taken during term time unless in exceptional circumstances.

INVOLVEMENT OF PUPILS

The school promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of school, and online.

Our experience shows that the ethos of the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. This takes place in assemblies, and during form time, in Personal, Social and Health Education (PSHE) lessons, or project work, drama activities, stories and literature and via the School Council, which meets regularly.

The school will ensure that all new pupils (including EYFS pupils) are briefed thoroughly on the school's expected standards of behaviour, and we work closely with all pupils as they transition through the school, from the day they start at the school to the day they leave. Our transition management plan ensures that transition between stages in the school and from other schools is managed in an effective manner. We ask for information from a prospective pupil's current school and their parents or carers and ensure that this information is shared as appropriate. For example, transition meetings are held for form teachers and tutors when a pupil moves from our Junior School to Senior School.

SCHOOL EXPECTATIONS

The School Expectations are designed to encourage positive behaviour and self-discipline. The School Expectations are set out in the appendices at the end of this policy. There are separate sections which detail the expectations particular to each section of the school, e.g the Nursery, the Junior School and the Senior School (including the Sixth Form.)

These expectations are found in the Senior School Student Handbook and for Junior pupils, a copy of the Code of Conduct is on display in all form rooms. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Expectations and that they will undertake to support the authority of the Principal in enforcing the School Expectations in a fair manner that is designed to safeguard the welfare of the school community as a whole.

This policy and the Exclusions, Removal and Review policy set out the school's position on misuse of drugs and other substances.

The School is a mobile phone free environment. The School has regard to the DfE guidance "Mobile phones in schools (January 2026)" and ensures that pupils do not ordinarily have access to their mobile phone throughout the school day including during lessons, breaktimes and lunchtime, and other times as specified in our Technology Use for Pupils Policy.

PROMOTING GOOD BEHAVIOUR

We reinforce messages about good behaviour through the PSHE curriculum (taught in Years 1 -13), assemblies, form time and day-to-day conduct in lessons and other activities. Staff act as role models and high expectations of behaviour are set. Pupils are further encouraged to be positive, respectful and responsible members of the school community through explicit recognition of their efforts, through the awarding of housepoints and certificates. Further details of the rewards available to each section of school are contained later in this policy.

RESPONDING TO MISBEHAVIOUR

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

Deterrence – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School

Protection – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk

Improvement - supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

SANCTIONS

It is hoped that pupils will respond to the school's positive encouragement and rewards and will comply with the School Expectations at all times. However, the school acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the school in enforcing the School Expectations and help the school to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Principal undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. Decisions are made using the civil burden of proof, 'on the balance of probabilities'. This means that, when reviewing all admissible evidence we have (which may include witness statements), it is more likely than not that the allegation is true or false. Please note that in line with our Technology Use policies, covert recording is not permitted within School or during activities outside of school.

School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our school and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection (Safeguarding) Policy.

Examples of sanctions that are used in the school include:

- Verbal reprimand from a member of staff;
- Communication to parents to advise of the misbehaviour;
- Repeating unsatisfactory work;
- Reflection tasks appropriate to the situation;
- Detentions
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, under the supervision of a member of staff;
- Regular reporting, including academic performance reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring;
- Withdrawal from a lesson, school trip or team event;
- Given time to reflect on behaviour, either in school or at home;
- Suspension for a specified period, removal, or permanent exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable, on the basis that any action or sanction will be appropriate to the age of the pupil, and to their stage of understanding.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. They may choose to impose an appropriate sanction. This behaviour or repetition of misbehaviour will be reported to others including as appropriate, the Head of Department, the pupil's Form Tutor or Class Teacher and Head of School, and this may lead to further sanctions. All sanctions will be in accordance with the requirements of this policy.

More serious misdemeanours and incidents are reported to the nursery manager, the appropriate pastoral team and/ or Head of School and may lead to any of the sanctions above, subject to the processes set out in the Exclusion, Removal and Review policy of the school.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Child Protection and Safeguarding policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The school has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

SUPPORTING PUPILS FOLLOWING A SANCTION

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call or meeting with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

Serious Misbehaviour

The school's Exclusions, Removal and Review Policy is available on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Principal can impose for serious breaches of the School Expectations, including but not limited to criminal behaviour. Examples of serious breaches of the School Expectations which may result in serious sanctions include:

- behaviour which puts the safety of the pupil, or any other person, in jeopardy,
- physical assault against pupils or staff,
- fighting,
- intimidation, verbal abuse or threatening behaviour or blackmail,
- committing a criminal offence.
- supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol and tobacco (including e cigarettes and vaping equipment)
- sexual harassment or misconduct, including youth-produced sexual imagery, upskirting, supply and possession of pornography, and the consensual or non-consensual sharing of nudes or semi-nude images and or videos,
- bringing illegal, inappropriate or dangerous items into School, such as: drugs, weapons, firearms, pornographic material etc,
- misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community,
- possession or use of unauthorised firearms and other weapons,
- vandalism or wilful damage to property,
- computer hacking or inappropriate use of technology including Artificial Intelligence,
- bullying (including cyber-bullying), in accordance with the School's Anti-Bullying Policy,
- any form of abuse or unlawful discrimination on the grounds of race, religion/ belief, disability, special education needs, sexual orientation, or any protected characteristic,
- theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff,
- persistent disruptive behaviour or serious breaches of the School's Behaviour Policy or School Rules,
- or other serious misconduct (on or off the School premises) which actually, or potentially, or indirectly, brings the School into disrepute or damages its reputation.

Serious sanctions in accordance with the School's Exclusions, Removal and Review policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

The school may be forced to exclude a pupil, or to require them to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The school takes its responsibilities for safeguarding extremely seriously. All members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection (Safeguarding) Policy, including the Low Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the school reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the school's Child Protection (Safeguarding) Policy and Exclusions, Removal and Review as appropriate. Pupils should be aware

that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the school, and that incidents may also be referred to the Police, where appropriate to do so.

Removal from Classrooms

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed if a pupil has been removed from a classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

The School uses seclusion to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. Seclusion, unlike removal from a classroom, is a restrictive intervention and a non-disciplinary safety measure. Further information on seclusion is provided in this policy under the use of restrictive interventions section.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

Preventing recurrence of Misbehaviour

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents,
- Intervention by the pastoral team and Heads of School
- short-term behaviour report cards
- engaging with local partners and agencies to address specific challenges

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the school's Child Protection (Safeguarding) Policy and discuss their concerns with the school's Designated Safeguarding Lead (DSL), without delay.

The school will also consider whether any disruptive behaviour might be the result of educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Special Educational Needs

The School consistently promotes high standards of behaviour and is committed to ensuring that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes appropriate reasonable adjustments for pupils with SEND or certain health conditions.

Where a pupil has an EHCP or additional individual need, staff will involve the Individual Needs Coordinator and Head of School in decisions around sanctions for this pupil.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

Misbehaviour outside of school or online.

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the school may apply the provisions of this policy to misbehaviour that occurs whilst the pupil is outside the school or online and is:

- taking part in any activity organised by the school, or related to the school;
- travelling to and from school;
- wearing school uniform; or in some other way identifiable as a pupil of the school
- communicating with another member of the school community.

This is especially the case for incidents which could have repercussions for the orderly running of the school, or which may pose a threat to another pupil or member of the public, or where the reputation of the school may be negatively impacted as a result of the misbehaviour. Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with this policy and the school's Anti-Bullying and Exclusion, Removal and Review policies.

Detentions

The school has authority to issue a detention to pupils, including lunchtime detentions and detentions that take place outside of school hours.

Parental consent is not required for detentions. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. The School will not issue a detention outside of school hours where there is any reasonable concern that doing so would compromise a pupil's safety.

USE OF RESTRICTIVE INTERVENTIONS

Although incidents of the use of reasonable force will be extremely rare at St Gabriels, like all schools, we reserve the right for our staff to use reasonable force and/or other restrictive intervention to control or restrain a pupil in specific circumstances.

The School's approach to the use of restrictive interventions is set out below as part of our Behaviour Policy, which is available on the school website. The School ensures that staff use proactive strategies and de-escalation wherever possible and restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm.

The policy in Annex 4 explains how the School promotes good behaviour and, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with Department for Education guidance and applicable legislation. It sets out definitions, decision-making principles, unacceptable practices, and our statutory recording and reporting duties so that staff and parents understand when and how such measures may be used, and how we reduce their use over time.

Searching

The School reserves the right to search pupils and their possessions. The School will balance pupils' right to respect for private life with the need to conduct a search, seeking the pupil's cooperation wherever possible and ensuring any search is justified and proportionate in the circumstances.

Only the Principal, or a member of staff authorised by the Principal, may search a pupil. Searches will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness. In the limited circumstance where the authorised member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out immediately and, in the time available, it is not reasonably practicable to arrange a same sex-search and/or a witness, a search may be carried out by a member of the opposite sex and/or without a witness. Where a search is conducted without a witness, this must be reported to another member of staff immediately and a record made.

The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Child Protection (Safeguarding) Policy.

The authorised member of staff has the power to search a pupil for any item where the pupil provides consent. Before any search, the authorised member of staff will explain to the pupil why the search is being undertaken, how and where it will take place, and will give the pupil an opportunity to ask questions to ensure that their consent is informed. As above unless there is risk of serious harm, the search will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness.

The consent of a pupil will always be obtained before conducting a search unless the Principal (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives and other weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Expectations (including electronic devices and vaping equipment or supplies).

Reasonable force will only be used only when searching for legally prohibited items under the Education Act 1996, and never to search for items banned only under the School Rules. Any decision to use reasonable force will be taken on a case-by-case basis, using no more force than is necessary and for the least amount of time, and with regard to de-escalation wherever possible.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search. Records will include the date, time and location of the search; the pupil searched; who conducted the search and any other adults or pupils present; what was being searched for; the reason for searching; what items, if any, were found; and what follow-up action was taken. Where a search is carried out without a witness, this will be specifically recorded. The School will regularly monitor records to identify any trends and to consider whether searches are falling disproportionately on particular groups of pupils.

Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that pupils and staff receive support and debriefing where needed. Any significant incident involving the use of force will be recorded and reported in line with statutory requirements and the School's procedures on restrictive interventions.

Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or vaping equipment, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the school is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the school may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the school's Child Protection (Safeguarding) Policy. The school will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the school finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Expectations (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Expectations, and may then sanction the pupil in accordance with this policy and the Exclusions, Removal and Review Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the school will follow the procedures set out in the school's Child Protection (Safeguarding) Policy.

Teaching And Learning

The school aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the school. Our teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Complaints

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the school's Complaints Procedure (which applies equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the school will handle it. We will also send you a copy of the Complaints Procedure on request.

Monitoring and Review

The school will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the school and to evaluate the effectiveness of this policy.

The school will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incidents of searching, screening, and confiscation; and

This policy is reviewed and updated regularly by the Leadership teams and the Board of Governors.

Appendix 1. - Expectations, Rewards and Sanctions for the Nursery and Reception Class

The Nursery (Early Years Foundation Stage)

The Nursery (The Early Years Foundation Stage) handles issues of behaviour in ways appropriate to a child's stage of development and level of understanding. This may include 'time out' for a child from the immediate situation in a safe, observed area. The child is given support through explanation and reiteration of behavioural expectations. The adult uses an appropriate tone and volume of voice to ensure the child continues to feel valued and secure. It is the behaviour not the child that is criticised. The child/children are shown how and encouraged to resolve conflicts and difficulties with other children. Katie Noonan (the Nursery Manager) is the practitioner responsible for behaviour management in the Nursery; and the class teachers in the Reception class.

- All significant incidents relating to behaviour are recorded in the room books. A serious sanctions log is kept.
- Negative behaviour is dealt with at the earliest opportunity

Staff promote and reiterate the importance of positive behaviour and establish clear and high standards through:

- modelling 'good' behaviour
- providing activities and play experiences such as stories/role-play/puppetry/circle time/drama
- establishing routines that encourage sharing/negotiation/and cooperation
- rewarding positive behaviour with stickers, verbal praise, special certificates etc.

Biting

The Nursery follows a positive behaviour policy to promote positive behaviour at all times. However we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

Our procedures

The Nursery uses the following strategies to prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. A copy of the accident form will be given to the parent. For confidentiality purposes we do not disclose the name of the child who has caused the bite or the name of the child who has been bitten to the parents.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration.

- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault. Parents are given a biting leaflet for information.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who had been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child does not have the communication skills, the Nursery Manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

Reception Class (Early Years Foundation Stage)

Reception (The Early Years Foundation Stage) handles issues of behaviour in ways appropriate to a child's stage of development and level of understanding. This may include 'time out' for a child from the immediate situation in a safe, observed area. The child is given support through explanation and reiteration of behavioural expectations. The adult uses an appropriate tone and volume of voice to ensure the child continues to feel valued and secure. It is the behaviour not the child that is criticised. The child/children are shown how and encouraged to resolve conflicts and difficulties with other children.

Expectations of behaviour in Reception are built on and reinforce the high standards of behaviour taught in the Nursery. A positive system of rewards is used to promote, reinforce & celebrate good behaviour and help pupils feel good about themselves.

Code of Conduct

- We listen to others and respect what they think
- We include everyone
- We walk sensibly and quietly between lessons
- We have a positive attitude towards all our learning
- We take pride in our appearance and wear the correct uniform for our lessons
- We look after our play equipment and tidy away after play
- We are always polite and responsible
- We are respectful of other schools and places that we visit

General Behaviour around school

What behaviour is expected around school?

- Walking sensibly and quietly between lessons
- Wearing the correct uniform
- Changing into/out of uniform quickly and sensibly
- Excellent manners in the Dining Room for lunch
- Holding doors open for visitors, staff and other pupils as necessary
- Helping to keep the playground tidy
- Showing respect for all other people

Staff promote and reiterate the importance of positive behaviour and establish clear and high standards through:

- modelling 'good' behaviour
- providing activities and play experiences such as stories/role-play/puppetry/circle time/drama
- establishing routines that encourage sharing/negotiation/and cooperation
- rewarding positive behaviour with stickers, verbal praise, special certificates etc.
- a progressive programme of PSHE activities every week

Rewards & Sanctions

A positive system of rewards is used to encourage and promote good behaviour and to raise pupils' self-esteem. In Reception tokens (stickers, pompoms etc), may be awarded for a variety of positive behaviours. These may include politeness, manners, consideration for others, helping others, effort and achievement in class, sport, music, drama etc.

- Stickers are collected regularly; pupils collect these on a class sticker chart which is displayed in a shared area in the classroom. Additional rewards or certificates are given when pupils reach their targets.

Reception teachers employ a traffic light system which enables them to deliver sanctions quickly, efficiently and with a minimum of disruption to learning. Each member of staff has a small traffic light of faces on their lanyards. If an individual is not behaving appropriately (e.g. constantly calling out, distracting others), a verbal warning will be given. If they ignore the warning and disruption continues names are moved to the next colour. If children are continuing to ignore warnings, they are moved to the yellow face and a note will be written in homelink books to parents to make them aware.

If children are continually struggling to behave appropriately, individual targets will be agreed with the child and parents and will be closely monitored by staff. Where children are not making improvements or meeting age related expectations, Reception teachers will ask for further support from JLT and observation by IN team.

Appendix 2. - Expectations, Rewards and Sanctions for Junior School

Years 1 - 6

Expectations of behaviour in Years 1 to 6 are built on and reinforce the high standards of behaviour taught in the Nursery and Reception class.

A positive system of rewards is used to promote, reinforce & celebrate good behaviour and help pupils feel good about themselves.

Code of Conduct (*This code was drawn up by staff and pupils and is included in the individual planner provided to all Junior pupils at the start of the year. Teachers are able to refer to and discuss this code, as necessary, throughout the year.*)

- We listen to others and respect what they think
- We include everyone
- We walk sensibly and quietly between lessons
- We arrive at our lessons on time and prepared to learn
- We have a positive attitude towards all our learning
- We take pride in our appearance and wear the correct uniform for our lessons
- We look after our play equipment
- We stay in the correct areas at playtime
- We tidy away after play
- We are always polite and responsible
- We are respectful of other schools and places that we visit

General Behaviour around school

What behaviour is expected around school?

- *Walking sensibly and quietly between lessons*
- *Having the correct equipment/books/kit for lessons*
- *Wearing the correct uniform*
- *Arriving at lessons on time*
- *Changing into/out of uniform quickly and sensibly – at the agreed times*
- *Being out of the classroom during break/lunchtimes unless permission has been given*
- *Excellent manners in the Dining Room for lunch*
- *Holding doors open for visitors, staff and other pupils as necessary*
- *Helping to keep the playground tidy*
- *Showing respect for all other people*

Staff handle issues of behaviour in ways appropriate to a child's stage of development and level of understanding. This may include 'time out' for a child from the immediate situation in a safe, observed area. The child is given support through explanation and reiteration of behavioural expectations. The adult uses an appropriate tone and volume of voice to ensure the child continues to feel valued and secure. The child/children are shown how and encouraged to resolve conflicts and difficulties with other children. Negative behaviour is dealt with at the earliest opportunity.

Staff promote and reiterate the importance of positive behaviour and establish clear and high standards through:

- *modelling 'good' behaviour*
- *providing activities and play experiences such as stories/role-play/puppetry/circle time/drama*

- *establishing routines that encourage sharing/negotiation/and cooperation*
- *rewarding positive behaviour with stickers, verbal praise, special certificates etc.*
- *a progressive programme of PSHE activities every week*

Rewards

A positive system of rewards is used to encourage and promote good behaviour and to raise pupils' self-esteem.

In Years 1 to 6, House points may be awarded for a variety of positive behaviours. These may include politeness, manners, consideration for others, helping others, effort and achievement in class, sport, music, drama etc.

- House points are awarded using the iSAMS system. Certificates are awarded when pupils reach 50, 75, 100 and 150 House points. A gold star badge is awarded for 125 House points.
- At the end of each term a cup is awarded to the House with the most points.
- At the start of each term pupils will begin again and House point totals will be zeroed.
- At the end of the school year a cup is awarded to the house with the highest total for the whole academic year.
- House points may not be taken away.

Celebration Day

Achievement, effort and subject prizes are variously awarded at Junior Celebration Day in the Summer Term.

SANCTIONS

Junior School staff employ a coloured card system which enables them to deliver sanctions quickly, efficiently and with a minimum of disruption to teaching & learning.

Around School /Trips/Fixtures etc

Where a pupil's behaviour around school does not meet the high standards expected, despite warnings, staff may log a behaviour concern and/or issue a Yellow Card as an appropriate sanction. When giving a pupil the yellow card, staff must add a record on iSAMS to inform the pupil's form teacher, Deputy Head of Juniors and Head of Juniors. Staff must let the parent /carer know that a Yellow Card has been issued, and the reasons for it. The pupil must take the Yellow Card home to their parent/carers who should sign that they have seen it. The pupil must then return it to show to their form teacher.

Classroom Behaviour

Each classroom has a yellow card on display. If an individual is not behaving appropriately (e.g., constantly calling out, distracting others), they will go through the following stages:

Stage 1 – Verbal Warning

If they ignore the warning and disruption continues, initials are written next to the yellow card. A low-level concern may be logged on iSAMS, alerting the Head & Deputy Head of Junior School.

Stage 2 – Yellow Card

If the initials are still next to the yellow card at the end of the lesson, the teacher issues a Yellow Card to the pupil, explaining why the card has been issued and how they can improve on their behaviour. They are given a Yellow Card which details the behaviour to take home to reflect on with parent/carers. The staff member who issues the Yellow Card must enter details iSAMS which sends a notice to the pupil's form teacher, Deputy of Junior School and the Head of Junior School. The parent/carers must be informed.

Stage 3 – Referral to Deputy Head of Junior School

If a pupil receives three Yellow Cards in a half term, they meet with the Deputy Head of Juniors to discuss targets for improved behaviour and/or a detention may be issued.

If a pupil is consistently getting one or two Yellow Cards every half term, the form teacher must speak to the pupil about their behaviour and, if appropriate, send them to the Deputy Head to discuss targets as above.

In both these cases, the Deputy Head will contact parents/carers. Additional appropriate support from Individual Needs Department, School Counsellor or external agencies may be sought.

Stage 4 – Red Card

A Red Card may be issued by the Head of Junior School/Deputy Head or Principal to a pupil for:

- Persistent yellow cards; not responding to report cards to improve behaviour, despite interventions
- Racist/homophobic name-calling or behaviour
- Incidents where physical force has been used to hurt another child deliberately
- Bullying
- Other serious breaches of the school code of conduct

If a Red Card is awarded, the pupil's parents will be called immediately and may be asked to collect the child from school. It may be necessary for the pupil to have additional time for reflection outside of school. An entry will be made in the Serious Sanctions log (and, if appropriate, the Bullying Log).

Stage 5 – Fixed term exclusion

Refer to 'Exclusion, Removal and Review Policy'

Stage 6 – Permanent exclusion

Refer to 'Exclusion, Removal and Review Policy'

At the end of each half-term, 'Yellow Card' totals will be zeroed.

For any serious inappropriate behaviour, children can be referred straight to the Deputy Head or Head of Junior School (Stage 3 or 4) without having to work through any previous stages. This would include (but is not limited to) racist or homophobic comments, cyber/bullying or physical violence, stealing, bad language or lying. (Please see the school's Anti-Bullying Policy for further information.)

Personal Organisation –Blue Card

Staff may log an issue on iSAMS and pupils may be given a 'Blue Card' for either of the following: homework, uniform & equipment, punctuality. Three issues logged will trigger a Blue Card.

Examples include:

Forgetting equipment/books required for class

Wearing the incorrect school uniform/PE kit

Failing to complete or hand homework in on time

Being late for lessons without an appropriate reason

Those pupils issued with a 'Blue Card' are required to return to school with it signed by a parent/guardian.

Three Blue Cards can result in a pupil being given a Yellow Card.

Mobile Phones

In the Nursery and Junior School, mobile phones are not allowed during the school day. Should parents feel their child requires a mobile phone at school, the Head of Junior School is happy to discuss individual cases (with telephones being handed in at the start of each day).

Pupils are able to contact home at any time from the School Office in an emergency.

Appearance

- Pupils are expected to be neat, clean and tidy and uniform must be in good repair;
- Hair longer than shoulder length must be fully tied back with a navy-blue ribbon or a navy, brown, black or neutral elastic band.
- Games kit is for games/PE lessons and should not be worn to lessons unless permission is given.
- Only school coats should be worn to and from school;
- Jewellery: watches are not allowed to be worn in the Junior School with the exception of Year 6, who may wear a sports watch. Plain stud earrings, one in each ear, may be worn but must be removed for PE and other physical activities. (plastic retainers may only be worn during the healing process after piercing if necessary).
- Rings, wrist bands, bracelets and nail varnish are not allowed.
- Only school badges are to be worn with uniform.

Appendix 3 - Expectations, Rewards and Sanctions for Senior School

School Expectations

- All pupils are expected to remain on school premises throughout the day. The exception to this rule is that Sixth Form students may leave school during the lunch break 12.50-13.50 but only if they have parental permission to do so. In this case, these students must sign out and sign back in. There are some areas that are out of bounds to pupils, including but not limited to maintenance areas, the swimming pool enclosure and the lake.
- St Gabriel's is a smoke-free environment. Smoking, including e-cigarettes and vaping, is not allowed on any part of the school grounds or premises.
- St Gabriel's has a zero-tolerance policy towards the use of, or supply of, prohibited substances on school premises. The school will provide relevant and accessible information on the dangers of tobacco, alcohol, and drugs.
- We ask that pupils dress appropriately for a working school environment, be that in their school uniform (following uniform guidelines), or for Sixth Formers, in a style that approximates to smart casual wear.
- During registration, or on arrival at school if later, pupils from Years 7 – 11 are required to indicate their planned location after 4pm. That is whether they are being collected, on the school bus, attending a club or fixture, or using the supervised prep room.

Public Displays of Affection

In order to maintain a professional atmosphere of learning, mutual respect and safety in school, students should refrain from inappropriate, intimate behaviours at school or school-related events and activities. Students are expected to conduct themselves respectfully at all times. Teachers should report any breach of this rule to the Heads of School, Deputy Heads Pastoral and Academic, DSL or Vice-Principal who will consider whether there are safeguarding implications to the behaviours.

Code of Conduct

- We treat everyone with respect and kindness. We are inclusive and celebrate diversity.
- We challenge any bullying, harassment or discrimination.
- We take responsibility for our actions and are honest when things go wrong.
- We respect personal space, property and the school environment.
- We arrive punctually to school, lessons and other school activities.
- We take pride in our appearance. We dress correctly for school activities and when travelling to and from school.
- We behave in a sensible and courteous way when moving around the school.
- We queue sensibly and respect shared spaces, keeping the corridors clear of belongings.
- We behave respectfully in the Dining Hall and show good manners.
- We follow safety procedures around school and for practical subjects.
- We bring the correct equipment to lessons.
- We adopt a positive attitude to learning and try our best.
- We take advantage of additional learning opportunities on offer.
- We uphold the school expectations and school policies, including those on appearance and device use.

Student Expectations

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Pupils must arrive on time for lessons, with the correct equipment and uniform, ready to learn. Coats and outdoor wear are not to be worn in lessons without permission. Bags should be placed on the floor.

Pupils should listen carefully, follow instructions, adopt a positive attitude to learning and always try their best.

Devices must be used appropriately as directed by the teacher.

Classrooms, including form rooms, must be left tidy and ready for the next class to learn. Chairs should be tucked under desks and litter placed in the correct bin.

If a teacher has not arrived after the first 10 minutes of a lesson, pupils must inform the School Office.

Where possible, pupils arriving late or missing a lesson should inform their teacher in advance as a courtesy.

Appearance

Pupils in Years 7-11 are expected to dress appropriately for a school environment and follow the appearance guidelines:

- Pupils are expected to be neat, clean and tidy and uniform must be in good repair;
- Hair longer than shoulder length must be fully tied back with a navy or black hair band. Year 11 should have hair tied up with a navy or black hair band in certain lessons such as sport or Science, where required, but otherwise are allowed hair down;
- Games kit is for games/PE lessons and should not be worn to lessons. Pupils will be asked to change if they go to lessons in PE kit unless they have permission from their Head of School;
- Shoes must be black and provide adequate support. They must not be dented, decorated, coloured or patterned; they should be regularly polished. Shoes must not be in the style of trainers. Boots are not permitted;
- Navy blue or black tights or socks (no sports socks) should be worn with uniform;
- School shirts must be tucked in to trousers or kilts. School kilts should not be rolled over;
- Fleece/hoodies are for outdoor wear and should not be worn in school unless it is extremely cold when the general rule will be relaxed for everyone;
- Vests/t-shirts worn under blouses or shirts in cold weather should not be highly visible;
- Only navy blue or black coats, scarves and school fleeces should be worn to and from school. For Year 7 and all pupils new to the school, the school navy puffer coat should be worn;
- Nails should be of a practical length with no false nails or nail varnish. From Year 10, pupils are allowed to wear natural make-up and natural nail varnish;
- Pupils must not dye their hair an unnatural colour e.g. purple;

- Jewellery – pupils are only allowed a watch, a pair of small stud earrings (worn in the lobe of the ear only) and a simple chain/pendant. Earrings must be removed for all PE lessons and fixtures. Facial studs or rings are not permitted. Face stickers are not permitted;
- Only school badges are to be worn with uniform.

Shoes should not have visible logos.

Kilts should be of an appropriate length.

Pupils must follow the appearance guidelines. In exceptional circumstances, Heads of School may issue a Uniform Exemption Card to a pupil for a limited amount of time.

REWARDS

House Point Policy for Senior School

Introduction

A policy on House points is part of the school's strategy to encourage and reward higher standards of achievement and to discourage anti-social and disruptive behaviour. This policy document offers a structured approach to issuing rewards. However, it cannot be understated how vitally important it is to praise students verbally and by marking their written work in a constructive way with praise and suggestions for improvement.

There are three main pre-requisites that need to be satisfied if the system is to be a success:

1. There must be consistency with other areas of school policy.
2. It must be applied consistently by all members of staff and its use monitored.
3. Teaching and learning strategies must allow students to achieve while discouraging poor behaviour due to boredom or frustration. In particular, there must be a variety of differentiated approaches to cater for students of different aptitudes.

Aims of the House Point system

1. To provide a structured system for recognising and rewarding different levels of achievement at a variety of levels within the school.
2. To foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to a larger group of students. In this way, it is hoped that standards of work and behaviour will be improved and expectations raised.
3. To provide a system that is clearly understood and valued by students and consistently applied by teachers.

Objectives of the House Point system

1. To encourage a consistent and wide use of rewards by teachers.
2. To provide a variety of rewards that will recognise different levels of achievement.
3. To give a higher profile to rewards.
4. To involve form teachers more fully in celebrating the achievements of students in their forms.

The System

The reward system involves the award of House points to students. House points may be awarded for any noteworthy achievement, whether academically, within extra-curricular activities or socially. Examples could be:

- a consistently high standard of work/effort or involvement over a period of time
- a very good single piece of work/performance/contribution
- a significant improvement in standards
- evidence of further, extended research/reading around a topic.

A cup will be awarded to the House winning whole-school House events such as House Music or Sports Day. Students representing their House in voluntary events and competitions can be awarded House points for this.

To promote the consistency of the award of House points across subjects, in general a student can expect to earn a maximum of one House point per week in each subject. In subjects that see students more than once a week, the House points awarded can be broken down into smaller units. Where an extended piece of work is set, the number of House points that may be awarded should be proportional to the time allowed for the completion of the work. For example, a piece of work that takes 3 weeks to complete could be awarded up to 5 House points.

To promote consistency in awarding House points within subjects, Heads of Departments will monitor the award of House points by staff to ensure that all students are treated fairly in this respect.

Other Rewards

Postcards may be sent home from school when exceptional work has been produced for excellent extra-curricular contributions or exemplary behaviour. The Principal may also meet with pupils who have been recognized by teaching staff as having made an outstanding contribution over a given term.

Sixth Form Rewards

If a teacher feels a sixth form student has made an outstanding and/or exceptional contribution, they can be awarded with a raffle ticket. Raffle tickets are collected by the Head of Sixth Form

House Point Rewards

All House point awards should be recorded by students and authenticated by staff making the award on Isams.

At the start of each term, each student starts with 0 House points. House point totals are collected at the end of each term when House point totals are announced.

At the end of each term, certificates are awarded to individuals according to the following criteria.

- 50-74 House points : Bronze Certificate
- 75-99 House points : Silver Certificate
- 100+ House points : Gold certificate

In addition, there are awards for:

- The student gaining most individual House points in each year group. This is rewarded with a £5 Amazon Voucher in the final assembly of term.
- The student gaining the most individual House points in the Senior School. This is rewarded with a £10 Amazon Voucher in the final assembly of term.

Sports

We have a variety of 'in house' Sports awards including certificates, badges, medals which are awarded to recognise loyalty and effort as much as ability. They are presented at end of term assemblies.

Subject awards

There are many different types of awards made in assemblies throughout the year including

- Associated Board of Music Certificates
- Reading certificates
- Maths Challenge
- Biology Olympiad
- Commendations
- Performance on School visits/field trips
- Classic Reading Challenge

Prize Giving Evening

Achievement, effort and subject prizes are awarded at Prize Giving Evening in the Autumn Term.

Sanctions

It is hoped that pupils will respond to the school's positive encouragement and rewards and will comply with the School Expectations at all times. Sanctions will be applied as detailed in the policy above and as detailed below for specific infringements.

Homework

Failure to hand in homework or to hand in homework not done to a suitable standard

At St Gabriel's, homework is set to:-

- encourage students to develop the skills needed for independent learning.
- consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom.
- enable students to meet the demands of GCSE & A level coursework assignments.
- prepare students for school and public examinations.
- develop perseverance, self-discipline and organisation.
- permit more ground to be covered and more rapid progress to be made.
- open up areas of study and to make possible the use of materials and sources of information that are not always accessible in the classroom.

It is important that the homework deadlines set by teachers are met. This is so that teachers can devote sufficient time to assess accurately each student's work to ensure that progress is being made. It also helps to inform the teacher's planning of work for subsequent lessons.

Level 1

If, over a half-term, a student has two or more late, or unacceptable, pieces of homework in a subject then:

- The teacher will send a standard email to parents informing them of the missing, or unacceptable, pieces of work.
- They will complete an iSAMS entry giving details of the late, or unacceptable, pieces of homework. A notification will be sent to the Form Tutor for discussion with the student, with a view to ensuring it does not happen again. The relevant Head of School and Head of Department also receives this notification.

Level 2

If a student fails to complete any additional homework in the half-term to an acceptable standard, then:

- Following a notification sent to the Head of School, the student will attend a detention, run by Deputy Head Academic.
- Where appropriate, the student may be put on a departmental report.

Level 3

In the unlikely event that a student receives 2 departmental detentions within a term, the Deputy Head (Academic) and Head of School will liaise to decide on further action. This will also be recorded in an Isams entry.

Persistent lateness to lessons

When a student is marked as late in the lesson register, a notice is sent to that student's form tutor who will discuss this with them. Should a student be marked as late to a lesson 3 times over the course of a half term a notification that is sent to the Deputy Head (Academic) and Head of School, and the student will receive a detention run by the Deputy Head (Academic.)

Meeting Student Expectations

If a student is not meeting student expectations either during or outside lessons, in the first instance, this will be sanctioned using a verbal warning. If they fail to meet these expectations on more occasions, then:

Level 1

- The teacher will complete an Isams entry giving details of the unacceptable behaviour. A notification will be sent to the Form Tutor for further discussion with the student. The relevant Head of School and Head of Department also receives this notification.

Level 2

If the student does not meet classroom expectations on any subsequent occasion, then:

- The teacher will complete an iSAMS entry giving further details. A notification will be sent to the Form Tutor, the Head of School and the Deputy Head (Academic), and a detention may be issued.
- Parents may be contacted to discuss this further and, where appropriate, the student may be put on a departmental or whole school report.

Level 3

If the student does not meet expectations after this point, then:

- The student will have an interview with the appropriate Head of School and Deputy Head (Academic) to discuss their behaviour. The Co-ordinator of Individual Needs may also attend this meeting.

- The Head of School or Deputy Head (Academic) will contact parents for further discussion and the student will be put on a report card or action plan.

In the Senior school, incidents of misbehaviour may be sanctioned directly using detentions. These detentions can include breaktime, lunchtime or after school detentions, to be served with a range of staff from class teachers and form tutors to Heads of Department, Heads of School, and members of the Senior Leadership Team and the Executive. Incidents of misbehaviour may also be dealt with using the Exclusion, Removals and Reviews at the school's discretion.

ANNEX 4

USE OF RESTRICTIVE INTERVENTIONS SUB-POLICY

Definitions -

Restrictive intervention: any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil's movement; this includes non-physical restraint (e.g., removal of a mobility aid).

Seclusion: a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal. Staff will use proactive strategies and de-escalation wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, pupils and parents as part of our behaviour culture.

We will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, predictability and inclusion for all pupils. Whole school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and tutor time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, predictable School and classroom environment.
- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.
- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice, autism and ADHD awareness, and lawful decision-making in regard to the use of restrictive interventions.
- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers, and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and the Principal will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

When restrictive interventions may be used

The School does not operate a “no contact” policy. Staff may make appropriate, non-force physical contact in context (e.g., first aid, assisting with personal care in line with care plans, guiding a pupil, comforting a distressed pupil, or demonstrating activities), consistent with discharging safeguarding duties.

In common with all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

- (a) causing injury to themselves or others;
- (b) seriously damaging property where this creates a risk to safety; or
- (c) posing an immediate risk of disorder that presents a risk of harm.
- (d) committing a criminal offence

Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.

Before intervening, and while an intervention is ongoing, staff will always consider:

- **Necessity:** Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- **Proportionality:** Is the degree and duration of restriction the minimum necessary to reduce the risk?
- **Welfare and context:** Has the pupil's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. Staff likely to use restrictive interventions will receive relevant training, including prevention and de-escalation. The school will undertake risk assessments to support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation).

Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity).

Recording and reporting

Every member of staff will inform the Principal immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact.

Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and pupils involved; details of the pupil's needs/SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

Incidents will be reported to parents as soon as practicable, in writing and, where possible, the same day. The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used, and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration and there is any risk that reporting the incident would likely result in serious harm. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule

Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Principal will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Support following an incident

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties

Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The School will where possible utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

The School will work with the pupil, parents and other professionals to

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings.
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

Change History

Date	Change
May 2017	Katie Noonan responsible for behaviour in Sandleford - replaces Naomi Kelly
October 2017(1-1-0)	Behaviour and Discipline in Schools updated to Jan 2016, Procedures updated to reflect use of Daybook in Senior School. Some other formatting changes.
January 2018(1-1-1)	Correct reference from Expulsion, Removal and Review policy to Exclusion, Removal and Review policy
February 2018 (1-1-2)	Amendments to House point reward system.
April 2018 (1-1-3)	Amendments to Senior school Code of Conduct following review by school council and staff.
September 2019 (1-1-4)	Reference to <i>Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018</i> added
Autumn 2021 (1-2-0)	Removal of reference to Pastoral Policy Reworking of sanctions for making malicious accusations Involvement of parents paragraph added Small Prize removed from Senior housepoint rewards (due to Covid) Vaping specified in alcohol and tobacco abuse Nudes and Semi Nudes added to Serious Sanctions Use of reasonable force and restraint amended Confiscation and electronic equipment paragraph amended Time to reflect included in sanctions
Autumn 2022 (1-2-1)	Reference to application of this policy for pupil actions taken online. Peer on Peer abuse changed to child on child abuse Serious offence of bullying includes cyber bullying, prejudice-based and discriminatory bullying Section on public displays of affection added Sandleford changed for the Nursery
Summer 2023 (1-3-0)	The word "rules" has changed to "expectations" Inappropriate use of technology included under Serious Misbehaviour Updated examples of sanctions Updated Appearance Updated Sports Appendix 3 – School Expectations added

	Rewards section has been reviewed and updated New Levels now included Change from Director of Studies to Deputy Head (Academic)
Autumn 2023 (1-4-0) (1-4-1)	Addition of misbehaviour being treated as a safeguarding concern Addition of supporting pupils following a sanction Addition of removal from classroom section Addition of preventing recurrence of misbehaviour section Further details of Red Card added to Junior section
Summer 2024 (1-4-1 and 1-4-2)	Section for Reception class added
Autumn 2024 (1-5-0)	Information about monitoring of attendance added
Autumn 2025 (1-6-0 and 1)	Use of Isams MIS added to policy Use of reasonable force log added for KCSIE 2025 Appendices for Nursery, Juniors and Seniors amended
Spring 2026 (1-0-2)	Reference to Attendance Policy added Use of Restrictive Intervention amended to a sub-policy Annex 4