



The  
St Gregory the Great  
Catholic Academy Trust

*'Where love exists, it does great things'*

# Statement

---

## Behaviour

### **Reviewed**

**and approved by:** Education, Standards and Pupil Experience Committee

**Approval date:** 3 December 2024

**Review due:** Autumn Term 2027

**Version:** 1

## Definitions

In this document, unless the context otherwise requires, the following expressions shall have the following meanings:

**‘Academy Council’** means local governing body.

**‘Trust’** refers to The St Gregory the Great Catholic Academy Trust.

**‘Headteacher’** means the lead person in each school.

**‘Executive’** means the Trust CSEL (Catholic Senior Executive Leader) and/or the Trust CFO (Chief Financial Officer)

**‘Governors’** means the governors appointed to the Academy Council of the individual school.

**‘Trustees’** means directors of company number 10785982 (St Gregory the Great Catholic Academy Trust) as registered at companies house

**‘School/schools’** refers to the academies within the Trust.

# Behaviour Statement

The St Gregory The Great Catholic Academy Trust take as our first priority the responsibility to safeguard and promote the welfare of all our students. As such, the Trust Board is charged with the duty to set the framework of the behaviour policies of each school by providing a written statement of general principles relating to behaviour and discipline, considering the needs of all staff and students.

The Trust's behaviour principles have our Mission Statement as their foundation:

*The St Gregory the Great Catholic Academy Trust is dedicated to provide an outstanding Catholic Education to our pupils who shape our family of Academies. Our vision is rooted in the person and teachings of Jesus Christ and the mission of the Catholic Church.*

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2016).
2. The purpose of the Statement is to provide guidance to the Principals/ Headteachers in drawing up their individual Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in the Trust; Trustees, governors, staff, parents and students, as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Trustees' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Principal/Headteacher to draw up the school's behaviour policy, though the Principal/Headteacher must take account of these principles when formulating this policy. The Principal/Headteacher should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (Jan 2016).
4. With consideration of our duty of care to the students, this written statement and the policies that are influenced by it apply to all students when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member the Trust's community off-site.
5. The Behaviour Policy is to be published on the school's website and distributed to all members of staff.

## Principles

**High standards of behaviour:** The Trust believes that high standards of behaviour lie at the heart of a successful school which enables all of its students to make the best possible progress in all aspects of their school life and that all staff should be able to teach and promote good learning without interruption. It should be clear that behaviour should not jeopardise the health and safety of any member of the school community.

**The right to feel safe at all times:** All students, staff and visitors have the right to feel safe at all times in the school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community and the policy should help to foster this.

**Inclusivity:** St Gregory The Great is an inclusive Trust. All members of the Trust's community should be able to work or study, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) To this end each school must have a clear and comprehensive Antibullying Statement (in this or other policies) that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

**Home-School Agreement:** Parents/carers should be encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time within the school.

**School Rules:** The school Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour and shared with and explained to all students. The Trust Board expect the rules to be consistently applied by all staff.

**Rewards:** The emphasis will be on encouraging positive behaviour through high expectations; the modelling of good behaviour; a focus on learning; and praise and rewards. The Trust Board would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy.

**Unacceptable/poor behaviour:** Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The range of sanctions should be described in the Behaviour Policy so that students, staff and parents can understand how and when these are applied. Sanctions, when necessary, will enable the student to reflect on, and learn from, their behaviour and to make reparation wherever possible. The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion, however, when making decisions the Principal/Headteacher must balance the needs of the individual with those of the wider school community and where student behaviour places others at risk, the safety of the

student body as a whole is paramount. The Trust Board strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

Power to use reasonable force or make physical contact: Given the overriding need to keep the students and staff safe, the Principal/Headteacher, or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

Situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) will be included in the policy documentation of the school. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. The Trust Board expect appropriate staff to be trained in the use of reasonable force and restraint.

Policy should make clear the authority to search students for prohibited items and to confiscate where necessary. The Trust Board would expect the Principal/Headteacher to inform the relevant authorities, including the Academy Council, when items prohibited by law, weapons, non-prescription drugs etc are brought onto the school premises.



The  
**St Gregory the Great**  
Catholic Academy Trust

*'Where love exists, it does great things'*

**All policies are written in line with our Trust Mission Statement:**

Within the St Gregory the Great Catholic Academy Trust, our academies are communities where our children and young people are given a clear vision for life, a vision which is rooted in the person and teachings of Jesus Christ and which is faithful to the mission of the Catholic Church.

**St Gregory the Great Catholic Academy Trust** is a charity and a company limited by guarantee.

Registered in England and Wales.

Company number 10785982

Registered office Holy Rosary and St Anne's Catholic Primary School, Leopold Street, Leeds, LS7 4AW

**Website:** [stgregorythegreatacademytrust.org.uk](http://stgregorythegreatacademytrust.org.uk)

**Tel:** 0113 8246360

**Email:** [info@sgtgcat.org.uk](mailto:info@sgtgcat.org.uk)

**CSEL:** Mr Peter Hughes NLE



**Diocese of Leeds**  
**Vicariate of Education**