

## **St Gregory's Catholic Science College – Good Behaviour Policy**



St Gregory's Catholic Science College always expects the highest standards of behaviour from our students. The school mission statement is at the centre of all that we do, so that students' behaviour reflects the Gospel values. This enables them to distinguish between right and wrong, be honest, compassionate and tolerant and to show respect for all people (in the school and wider community).

This policy governs the process of behaviour for learning at St Gregory's and adheres to the guidance set out in the Department for Education guidance 'Behaviour in Schools - Advice for headteachers and schools' staff'.

It sets out the actions for all staff within the school, including the role of senior and middle leaders, classroom teachers, form tutors and other staff. It also outlines the expected standards of behaviour required of students. The policy and procedure sets behaviour for learning into a context that relates to such policies as the Anti-bullying Policy, Safeguarding and child Protection Policy, SEND policy, Teaching and Learning Policy, Acceptable use of ICT Policy and the Home School Agreement.

A copy of the policy is available to parents on the school website and is published to parents annually.

### **Statutory Framework**

This policy and procedure is linked to the following policies:

- Anti-Bullying Policy
- Complaints Procedure
- Equalities Policy
- Home School Agreement
- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Physical Intervention Policy
- Positive Mental Health
- Search and confiscation policy
- School rules booklet

### **Policy, aims and objectives:**

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment where they can learn and reach their full potential

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Ensuring that leaders are visible and support staff in ensuring that there is excellent behaviour at the school
- Outline the expectations and consequences of behaviour
- Ensuring that behaviour does not disrupt teaching, learning or routines and that any form of disruption is not tolerated
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### **Creating a behaviour for learning ethos**

Focussing on behaviour for learning, rather than on inappropriate behaviour, allows students and teachers to work together to create a positive, stimulating learning environment in which students can make outstanding progress and develop the skills to monitor and regulate their own behaviour.

### **Rewards**

A key aim of this policy is to ensure students are appropriately rewarded for good behaviour, attitude to learning, achievements and improvement.

Commendations are used to reward students for performance and behaviour above that are normally expected and should be awarded across the full age and ability range. Commendations are counted weekly, and totals are posted in the staff bulletin and parents' newsletter. Students receive commendation certificates at a bronze, silver and gold stage.

Student success is also celebrated during the colour's assemblies and through the colour's booklet. Students are actively encouraged to be good citizens and can receive a headteachers award for their work.

### **Sanctions and Consequences a) Initial Actions**

When poor behaviour occurs initially, it is important that students are given the opportunity to improve their behaviour and learn how to behave more appropriately. Initial poor behaviour in the classroom should be responded to by warning a student of the consequences. If their poor behaviour continues, and if in class action fails to bring about an improvement in behaviour, a further sanction such as a detention may be necessary. Detentions should take place at the end of the day at 3.00pm and staff should log the detention on the register. If poor behaviour occurs the class teacher (or relevant member of staff) should log the offensive on a SIMS behaviour sheet which will then be inputted onto SIMs. Where a student's behaviour continues to disrupt their own or other students' learning, the student may be placed on departmental report and monitored by the Head of Department.

**b) Reports**

Students are placed on report if their behaviour is not consistently good. Form tutors would issue the report in the first instance and students would report to their form tutor at the end of the day. Parents/carers would also be expected to sign and comment on the report daily. For significant behaviour incidents students would be placed on report by their Head of Year. Students would report to their Head of Year daily and parents would be expected to sign and check the report daily. Where students are at risk of a permanent exclusion, they will be placed on a Pastoral Support Plan for 6 weeks and will work with the Brent Inclusion officer to set and work towards targets. Parents sign/check each evening and there are regular meetings to support the pupil.

**c) Suspensions and Permanent Exclusions**

Our approach to behaviour management is based on clear guidelines about the standards expected of students. This positive atmosphere is maintained by students knowing and understanding the school rules and that there will be rewards and consequences when necessary. It follows, therefore, that any behaviour which does not meet the expected standards could result in a sanction. Suspensions and Permanent Exclusion are always a last resort and can only be issued by the Headteacher. However, certain offences are regarded as so serious and so out of line with the expected standards of behaviour at St Gregory's that the appropriate sanction is suspension and in rare cases permanent exclusion.

Witness statements written by staff and students will be kept on file where a suspension or permanent exclusion is issued. All other witness statements which are written for other breaches of the school rules will be shredded once the incident has been dealt with.

A decision to exclude will only be taken where there is serious breaches of the school's behaviour policy and the school rules or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Permanent Exclusion offences include but are not limited to:

- Persistent disruptive or uncooperative behaviour
- Persistent refusal to conform to the school's expectations and standards
- Prejudice related behaviour
- Bullying / harassment - this includes cyber bullying
- Sexual assault, abuse or harassment
- Serious actual or threatened violence
- Vandalism
- Theft
- Inappropriate use of media technologies e.g. a mobile phone being used to record sound / video images in school or to disseminate inappropriate messages / images.
- Carrying an offensive weapon, or any implement being used in a threatening or violent manner.

- Possession or use of unauthorised substances, such as drugs or alcohol on school premises
- Selling drugs on school premises
- Malicious allegations against staff
- Other inappropriate behaviour

The Headteacher will always consult with a Governor and other Senior Leadership Team members before issuing a permanent exclusion and will consider all information regarding the behaviour incident before reaching a decision to issue a suspension or permanent exclusion.

### **Removal from classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom and will work under the supervision of a member of staff. This is a serious sanction and will only be used on rare occasions, for a short period of time, with the agreement of the Headteacher.

### **Intervention**

Where required Pastoral staff will liaise with the Brent Inclusion team and other external agencies to support the behaviour needs of the student. The school has a non-teaching Learning Mentor (LM) whose role is to intervene when a student is under achieving. The LM's brief is to break down any barriers to learning and to raise achievement. In order to do this, the LM liaises with subject teachers, HOY and parents. The LM also mentors' students on a one-to-one basis, setting them targets and monitoring their progress. A variety of support strategies are used and can include amongst other things, meeting with an external mentor. The school also uses the services of Brent Centre for Young People who run short and long-term counselling sessions with students across all year groups. Referrals to the school counsellors are made through the Heads of year.

### **SEND**

Staff will consider a child's Special Educational Needs and Disability when implementing the Behaviour Policy. Where a student is code E or K on the SEND register the SENCO will be consulted before issuing any suspension or permanent exclusion.

### **Roles and responsibilities**

Governors are responsible for the behaviour principles of the school.

The Headteacher is ultimately responsible for encouraging good behaviour and respect for others, securing an acceptable standard of behaviour of pupils, promoting self-discipline and a proper regard for authority, preventing ALL forms of bullying (please see the Anti-bullying policy), ensuring pupils complete any tasks reasonably assigned to them and regulating the conduct of pupils.

The Head of Year will monitor rewards and consequences to identify students who require intervention. They will celebrate student success wherever possible and issue rewards in line with the behaviour policy.

Heads of Year will communicate to parents if a student fails to meet the expected standard with behaviour. Heads of Year will liaise with the learning mentor, pastoral Deputy Headteacher and other appropriate agencies to seek support for students.

The form tutor will monitor rewards and consequences to identify students who require intervention. They will celebrate student success wherever possible and issue rewards in line with the behaviour policy. Form tutors will also liaise with parents for emerging patterns of concerning behaviour and attendance or punctuality.

Heads of Department ensure the behaviour policy is consistently implemented by subject staff and where appropriate provide support for staff.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, by:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour
  - Highlighting and promoting good behaviour
  - Dealing with low-level disruption
  - Using positive reinforcement

The good behaviour policy will be part of the staff induction programme and all staff will be given regular training on promoting good behaviour

### **Parents and carers**

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues. Parents and carers should get to know the school's behaviour policy and support their child in adhering to the school's behavioural policy.

### **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture of the school:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture at the start of each term.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our safeguarding and child protection policy for more information. The DSL will be consulted before the issuing of any suspension or permanent exclusion.

### **Child on child abuse**

The schools' procedures regarding child-on-child abuse are outlined in the Safeguarding & Child Protection Policy. The school implements a preventative approach to child-on-child abuse through the teaching of Relationships, Sex and Health Education (RSHE). RSHE is delivered through RE lessons, PSHE lessons, assemblies, Retreat days and guest speakers.



In responding to incidents of child on child abuse the school will issue the appropriate support to the students involved. The school will also liaise with the appropriate external agencies, including Children's Services and the Police if required. Where appropriate consequences will be issued.

### **Banned items and searching**

In order to keep students and staff safe, the following items are banned from the school site.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the student)
- tobacco, cigarette papers and lighters
- vapes and vaping products
- fireworks
- pornographic images
- chewing gum
- mobile phones

Should a member of staff suspect that a student has a banned item in their possession, they should seek consent to search the student from the Headteacher.

If appropriate the Headteacher will agree to a search being completed in accordance with the Department for Education guidance 'Searching, Screening and Confiscation - Advice for Schools'. Any staff completing a search have received training based on the Department for Education guidance 'Searching, Screening and Confiscation - Advice for Schools'.

### **Mobile phones**

Students are not permitted to have or use mobile phones in school (this also includes travelling to and from school). If a mobile phone is seen or used, it is confiscated by the teacher and held in the school safe for collection by a parent. If this is not a first offence, the mobile phone may be retained for longer and parents will be asked to attend a meeting.

### **The Use of Reasonable Force (This section should be read alongside the Use of Reasonable Force policy)**

Teachers and support staff are trained in de-escalation techniques which will help potentially challenging situations to be managed without the use of reasonable force. However, by law, teachers and other staff who are responsible for students in schools may use reasonable force to prevent the following:

- The committing of a crime
- Students causing injury or damage to themselves or others
- Students causing damage to property
- Students causing severe disruption that includes behaviour deemed prejudicial to maintaining good order and discipline in the school

All incidents requiring the use of restraint will be recorded and parents will be informed of any such incidents involving their children.

### **The Power to Discipline Beyond the School Gate**

The school reserves the right to impose disciplinary action for behaviour outside the school premises where a student is taking part in any school organised or school related activity, is travelling to or from school, is wearing school uniform or can in some other way be identifiable as a student at the school. In addition, the school has the right to impose disciplinary action for misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another member of the school community or member of the public, or could have an adverse effect on the reputation of the school. The judgement of the school will be based on the evidence available at the time. In these circumstances the school will also consider whether to notify the police.

If the behaviour is likely to be linked to the student suffering significant harm the school's safeguarding procedures will be followed.

### **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

### **Monitoring**

It is the responsibility of Department Leaders and Heads of Year to discuss the implementation of the Behaviour policy on a regular basis in departmental meetings and Year team meetings in order to ensure that it is uniformly applied. This should focus on both rewards and consequences.



Lesson observations and learning walks, both within departments and by all teaching staff will contribute to the monitoring of the Behaviour Policy. Where inconsistencies are found, feedback will be given to the teacher and the relevant Subject Leader.

#### Staff induction, professional development and support

Staff receive training regarding the behaviour policy during their induction. All staff receive professional development regarding the behaviour policy and effective behaviour management strategies. Where required staff will receive additional training and support in order for the behaviour policy to be implemented effectively and to ensure effective behaviour management.

The policy will be reviewed annually.

Signed	Headteacher	Date
	Chair of Governors	Date