

Promoting Good Behaviour Policy

St Gregory's is a Catholic community which expects the highest standards of behaviour towards those inside and outside the school community.

The school MISSION STATEMENT is at the centre of our teaching and our expectations of excellence in all areas. This emphasis on the greater good is central to our whole school policy on moral development and is found in all areas of school life.

Pupils will develop a sense of right behaviour based on Christian principles. They will develop values and beliefs that enable them to distinguish between right and wrong, to be honest, compassionate and tolerant and to show respect for all persons.

This policy should be read in conjunction with the schools SEND, Safeguarding & Child Protection, Physical Intervention and Equality policies and the School Rules Booklet.

1. PART OF A COMMUNITY

Students joining St Gregory's are part of the greater Catholic community made up of the family, the school and the parish and we pride ourselves in having strong links with all three. This greater community forms a valuable basis upon which our pupils develop and grow in God's image and likeness.

We want our pupils to be part of both the school and the wider community and to have a sense of belonging. There are a number of ways in which we achieve this—the Induction evening for the New Year 7 students and the programme for their first days in the school; the welcome offered to them; the welcome offered to Parents and visitors to the school; the House system; the various systems of praise / reward and the acknowledgement of achievement in both academic, sporting and all general activities across the school.

Through in class support, specific strategies, one to one support and courses designed around the needs of individual students, the SEND department promote positive behaviour with some of the more vulnerable pupils in the school.

2. THE IMPORTANCE OF SELF DISCIPLINE

Pupils are expected to exercise self-discipline at all times, demonstrating that they understand what they should do and what is expected of them. They should have a proper regard for authority and treat all persons in authority with courtesy and respect. Equally, they must be respected and their views regarded as they progress through the school.

To support the above aims we have clear School Rules (which apply to students' behaviour inside and outside of school, when dressed in school uniform or as a member of a school party), a Drugs Policy, a Home School Agreement, a Search and Confiscation Policy and an

ANTI-BULLYING POLICY. Copies of these documents are available on request from the School.

Self-respect is an important element of students' behaviour. We pay particular attention to all issues relating to students' health, safety and wellbeing and deal with them in a variety of ways: through the curriculum, staff intervention or outside agencies and support. Self-respect is also taken to mean that a student should be safe in all areas of their lives, both inside and outside the school. The school follows the Brent LSCB policy on SAFEGUARDING & CHILD PROTECTION issues. There is a designated teacher and clear guidelines for staff regarding Safeguarding & Child Protection (including Physical Intervention).

3. PARENTS AND ATTENDANCE

There are strong links and good working relationships with parents, (for instance the Parents forum approved this policy) as is evident by the attendance rates at Parents Evenings and our survey of Parental Opinion. Staff, students and parents work together to ensure high standards of attendance and punctuality, to ensure that pupils attend, enjoy school and achieve their potential. Attendance is monitored daily, parents are informed and the Education and Welfare Officer is involved as and when necessary. Absences during term time for family holidays are not given approval.

4. CURRICULUM

The curriculum offered encourages positive behaviour by ensuring that it engages students and caters for their individual needs. The curriculum also supports students' Spiritual, Social, Cultural and Moral development (SMSC)

A wide variety of teaching and learning methods are used and a variety of courses are offered at KS4, including 3 Pathways and a comprehensive intervention programme.

Access to the curriculum at KS3 is ensured by offering programmes of support to students with below average reading ages. The aim being to ensure that all students have the literacy and numeracy skills required to access the curriculum offered at this key stage.

All staff set high standards and have consistently high expectations of ALL students at all key stages.

Students are given extra support in their learning, especially with homework, through Homework clubs and the School Library. There is a wide variety of extra-curricular activities offered to students including Music, Sport, ICT, Workshops, Day Trips and Trips Abroad.

5. REWARDS & SANCTIONS

To ensure the safety of all members of the community, good order and fair discipline within the school, there are clear School rules (given to all students and parents at the start of each academic year) and comprehensive sanctions (including issuing detentions to students outside of school hours) for instances of indiscipline.

The school follows the DfE and Diocesan guidelines on exclusions, in which exclusion from school is a decision taken with great reluctance and only when all other channels have been explored. In very exceptional cases it can be the only sanction. Each case is dealt with on an individual basis and due consideration given to the circumstances. Parents, Senior members of staff, SENDCO, Learning Mentor and various local authority outside agencies may be involved.

Please note that disciplinary action (please see the School Rules Booklet) will be taken against students who are found to have made malicious accusations school staff.

Students are also praised for their effort, their work, their progress and their contribution to the school and wider community. Consequently, there is an extensive rewards programme and regular celebrations of student's achievement.

6. ROLE OF THE FORM TUTOR

The Pastoral System plays an active and vital role underpinning the academic work of the school. There is a clear structure for dealing with issues relating to students' progress and behaviour. In the first instance, matters are dealt with by the form tutor, then the Head of Year (HOY) and finally by the Pastoral Deputy Headteacher. In exceptional circumstances, they are dealt with by the Headteacher.

Form tutors are the first port of call for both students and parents and they are the key link with parents. They are the staff member who sees a student twice daily and knows them best. It is important that each student is known individually by a member of staff to ensure that students feel safe and secure. On a daily basis they deal with attendance, punctuality, academic performance and behavioural and social issues. They link with parents through the homework diary, personal contact or through writing the form tutor comment on a student's report.

Form tutors are involved in target setting and mentoring their tutor group at significant times throughout the academic year—e.g. following AP reports.

Form tutors meet bi-weekly with the HOY where all matters relating to individual pupils and the year are discussed. The HOY works closely with the Deputy Headteacher.

Along with delivering the PSHE and Citizenship programme, the form tutor has the best overview of each student's personal, social and academic development and progress.

New students to the school, whether they be the new year 7 or students who join at a later date are inducted into the school and its procedures by the form tutor.

The school has a non-teaching Learning Mentor (LM) whose role is to intervene when a student is considered to be 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.

Sixth Form and Year 11 prefects have been trained to mentor younger students, meeting with them and supporting them with any day to day difficulties and concerns they may have.

7. PSHE/CITIZENSHIP

Tutors are responsible for delivery of the PSHE/Citizenship programme to their tutor groups. Issues relating to students' social and personal development their safety, their health and well-being and SMSC are covered in these sessions. This provides tutors with an opportunity to develop a better knowledge and awareness of the students in their group.

The School Chaplain has an important role to play in the life of the school and is available to meet with students about any area of their lives and wellbeing they feel they can support them with.

8. STUDENT VOICE

It is important that students have a voice and that their views and opinions about all matters relating to school and the school environment are listened to via Year councils and the student parliament. Consequently, students have the opportunity to have a platform to express their ideas and/or concerns about any issues relating to school. A number of changes have been made as a result of student voice. These include: redesigning the school canteen, design of the Sixth Form Block, improving sports facilities and approval of this policy.

9. OUTSIDE

The HOY, along with the form tutors has the clearest knowledge and overview of a student. They deal with all matters relating to academic progress, behaviour and personal and social matters. They support students' learning in liaising regularly with subject teachers, Heads of Department and in particular, parents on any and all matters relating to a student's learning, behaviour, safety, wellbeing and personal and social development.

Moreover, the HOY liaise regularly with a number of outside agencies to promote good behaviour and safeguard the wellbeing of students e.g. The Police, Brent Pre-Exclusion Officer, EWO, Social workers, Clinical Psychologists etc.