

St Gregory the Great Catholic School

Behaviour for Learning Policy



Principles

At St Gregory the Great Catholic School, everyone has a right to achieve their full potential, intellectually, emotionally, socially, and spiritually. This is achieved through good teaching and learning in a safe and harmonious environment. This policy covers the expectations and responsibilities of all in our community in achieving this. We recognise that each individual has been created uniquely by God to fulfil a specific purpose in His Divine plan. The underlying principles of this policy are therefore founded on our Gospel-derived Mission virtues.

Wisdom	The wise make sound judgments based on what is true and good. They combine an awareness of their own worth with an attitude of respect for others.
Integrity	Those with integrity act in accordance with what is good, honest and true. They are faithful to moral principles and beliefs, making an effort to put these into practice.
Justice	In a just community, individuals live in right-relationship with others, treating them with fairness. The just take hope in their conviction that, even when things have gone wrong, relations between individuals will improve to the benefit of all.
Compassion	The compassionate show love for others, compassion for those in need and forgiveness for those who have offended them. They put themselves at the service of others.

Roles and Responsibilities

Teachers

Teachers and other school staff will model our expectations of behaviour and provide the best environment for learning through:

- High expectations of standards of work
- High expectations of behaviour for learning
- Planning and teaching to meet the needs of different pupils, including those with special educational needs or disabilities.
- Fostering positive relationships between staff and students
- Following specific agreed strategies for students who are being supported to improve their behaviour
- Working in accordance with the National Standards for Teachers and the St. Gregory the Great Behaviour for Learning Policy

Students

Students will help everyone achieve in a safe, harmonious environment by:

- Showing respect for staff members and following instructions from them
- Showing respect for other students and working with others to create a productive learning environment where all can succeed
- Taking responsibility for their own health & safety and that of others
- Celebrating the diversity of our school community and refusing to engage in bullying of any form, or accept such behaviour in others
- Helping maintain the buildings, fittings and equipment of the school in good condition
- Identifying with our school community and our shared values, including equality and the pursuit of excellence by wearing full school uniform

Parents & Carers

Parents and carers will support the work of teachers and students by:

- Encouraging their children to respect others, aspire to our Mission Virtues, and follow the St Gregory the Great Behaviour for Learning Policy
- Supporting teachers in exercising their responsibilities towards students
- Celebrating the diversity of our community and supporting our firm stance against all forms of bullying
- Ensuring that children arrive in school in full uniform and equipped to learn

L.E.A.R.N.

To help students to follow the Behaviour for Learning policy we have used the acronym L.E.A.R.N as a framework that will help students to visualise and walk through the school's behaviour policy during every lesson and to see throughout the school environment.

The 5 areas of L.E.A.R.N. are posted on each classroom door. They are:

L - Listen to the teacher

E – Enter the classroom correctly

A – Aspire to reach my full potential

R – Respect others

N – Notice each other and allow each other to learn

Inside each classroom there are posters that also help students visualise the behaviour choices and consequences. Students have also been given a blazer card that outlines the rights and responsibilities of students/teachers/school.

Rewards	R5	Governors' Award	Outstanding contribution to school life or the wider community	10
	R4	School Award	Nominated by staff for exceptional contribution. Name published in newsletter.	4
	R3	House Award	Awarded by Head of House for positive contribution within House.	3
	R2	Classroom award.	Awarded by staff for positive contribution to L.E.A.R.N. Recorded as achievement.	1 or 2
	R1	Verbal praise	Verbal praise from staff for contribution to L.E.A.R.N.	

All choices have consequences

Poor behaviour consequences	C1	Formal warning	Not following L.E.A.R.N. instructions	
	C2	Recording of consequence. Yellow card.	Continuing to not follow L.E.A.R.N. instructions	1
	C3	Removal from the classroom. Red card.	Refusal to follow instructions/ co-operate.	2
	C4	House team or Leadership Team involvement. Red card.	Serious incident of misbehaviour or escalation.	3

Support for students

We recognise that our students come from a variety of backgrounds and some require support to manage their behaviour and to make good progress in school.

Form tutors monitor all aspects of their tutees attendance, academic progression, behaviour, achievement, and overall well- being in school. Generally there is no need for concern or intervention. Occasionally, help and support is needed to ensure the best outcomes for individuals. Students may be placed on a system of report cards for attendance or behaviour issues. The Deputy Head of House or Head of House may become involved if there is no improvement. Within school we have the Inclusion manager, GAP programme manager, Careers Guidance Manager, The Chaplaincy team, Family Support worker and School Nurse, all of whom offer specialist support to students.

Pastoral Support Plan (PSP) or Behaviour Support Plan (BSP)

Students will be placed on a PSP/BSP if:

- Their behaviour is deteriorating
- They are at risk of criminal activity
- They have had several fixed term exclusions
- They are risk of failure through lack of engagement
- They are at risk of permanent exclusion

A PSP is a school based intervention to help students better manage their choices through interventions by key pastoral leaders in the school. The BSP is similar but focuses on key triggers of poor behaviour and addresses them individually. The school will arrange a meeting with the parents/carers and identify the areas for concern and discuss the causes and what is reasonably required from the student to put the situation right, both academically and socially. Targets are set and monitored. The PSP/BSP should identify the rewards that can be achieved by meeting the target and sanctions which will apply if progress is not made.

Occasionally, if disruptive behaviours persist, or there is a persistent failure to engage with classroom teaching and learning it may be necessary to remove a student from some or all normal classes for a length of time to undergo an intensive re-engagement programme.

Great Aims Programme GAP

The Great AIMS (Academic Intervention and Mentoring Service) Programme (GAP) will help nominated students who are disengaged from learning achieve the level of attainment which reflects their true potential. Students attend GAP for fixed periods of time and will follow a personalised learning programme of learning to match their individual need. We believe this effective intervention helps students make up shortfalls in their learning caused by disengagement. The programmes intensity will vary for different students. Some students will attend full time and others will attend discrete programmed lessons that address their particular needs.

Interventions and agencies outside school

There are a number of intervention projects outside school to assist with addressing the needs of some students. These include targeted work on interpersonal skills, self-esteem, aspirations and specific identification and strategies for modification of behaviours. Two such programmes are called On-Course and Discovery provided by the Local Authority.

Other agencies may become involved if the problem is persistent. These include the local hubs which offer interventions and support for individuals and families. The Common Assessment Framework (CAF) leading to Team Around the Child (TAC) or Team Around the Family (TAF) are all designed to offer targeted support where needed.

Consequences

Detentions

Subject Detentions may be given by subject staff to ensure work is completed, if time was wasted in a lesson.

House detention may be given by Heads of House for out of lesson incidents or persistent lateness to school

SLT detention is used as a consequence when a student receives a C4 or two C3's in a week.

Internal exclusion

Students on internal exclusion do not attend their normal timetabled lessons but will complete relevant work in the isolation area in school. They do not have break or lunch time at the same time as the rest of the school. This is also used as a time for reflection on poor choices and future improvement. This may be given as a consequence instead of a fixed-term exclusion. The work must be completed. Failure to do so may result in an extended period of internal exclusion.

Fixed term exclusions

Fixed term exclusions are used for serious misdemeanours, a repeat of particular behaviours, or as a result of a serious incident. Exclusions remain on a student's school record and may affect future job prospects or further education opportunities. Serious incidents which may merit a fixed-term exclusion may be, for example:

- Physical or verbal abuse of a member of staff
- Persistent refusal to follow instructions
- Fighting, instigating a fight or aggressive behaviour
- Making serious threats to students in or out of school
- Theft
- Racial or homophobic abuse or behaviour
- Undermining the Catholic Ethos of the school
- Sexual harassment
- Accessing pornography
- Bullying –serious and long term verbal or physical intimidation, including cyberbullying
- Smoking on the school premises or in school uniform to and from school
- Bringing alcohol into school or being under the influence of alcohol
- Bringing drugs into school or being under the influence of a controlled drug

Permanent exclusions

A student would only be excluded permanently from the school as a result of a very serious incident, or as a result of a history of disruptive behaviour, when all other avenues of support have been explored and been unsuccessful.

The permanent exclusion of a student is always a very painful time for the student and family as well as for the school and classmates of a student. However, the Headteacher has a duty of care to all the other students in the school. The school is very proud of its record of a low rate of permanent exclusions. We always work with the Local Authority in finding another place to provide a more suitable educational establishment or programme.

Serious incidents which merit permanent exclusion include, but are not limited to:

- Serious actual or threatened violence against a member of staff or another student.
- Sexual assault or abuse.
- Persistent and malicious disruptive behaviour including open defiance, or refusal to conform with school policies.
- Serious theft or any theft on more than one occasion.
- Repeated bullying.
- Repetition of behaviour which has already merited more than one fixed-term exclusion.
- Possession of, handling of, supplying or offering to supply a controlled drug on or near the school premises.
- Bringing weapons into school.
- Engaging in any unlawful activity.

Outside agencies may also become involved.

In some circumstances staff have the right to discipline beyond the school gate for example on a school trip, or if misbehaviour outside the school causes disruption to the school or poses a threat to a student or member of the public or if it adversely affects the reputation of the school

Staff have the right to search students without consent for particular items.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

Staff have the right to use reasonable force with students to prevent them from harming themselves or others or damaging property and to maintain order in a classroom. They can also use reasonable force when searching without consent for forbidden items.

When the school feels it is appropriate and reasonable they may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would
 - risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - restrain a pupil at risk of harming themselves through physical outbursts.
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Rewards (See chart Page 4)

We celebrate and reward achievements in work and positive contributions to the community of St Gregory the Great. In summary:

- A 'Gregory' is a small token which can be used to vote for particular items to be bought for the benefit of the whole school community.
- Achievement points are recorded on each student's record. A running total for each student is kept and prizes are awarded at the end of term.
- Academy Committee Award – For consistent achievement or a single extraordinary contribution. The Committee chair will write a letter of commendation