



Learn  
Love  
Believe

# Behaviour Policy

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# Behaviour Policy

## Introduction

St Gabriel's Roman Catholic High School is a school community that expects and promotes behaviour which allows all of its members to work together in a spirit of Christianity, harmony, dignity, kindness, tolerance, understanding and forgiveness. The Behaviour policy stems from our Mission Statement:

*"We aspire to a secure, supportive and stimulating Christian environment.*

*We believe that each person should be known, loved and valued to realise their full potential.*

*We aim to develop the whole person and enable them to make a positive Christian contribution to society"*

The policies and principles we adopt are guided by, and reflect our commitment to, the teachings of Jesus and the Gospel values, always having Christ at the Centre of all that we do.

The aims of our Mission Statement should permeate all aspects of our school life. The spiritual, moral, social, cultural and intellectual development of our students is the responsibility of all members of staff and is powerfully influenced by the ethos our school. A Christian learning community should provide a positive and secure environment in which development, formation and learning can occur. Therefore, it is important that our Behaviour Policy is underpinned by a system of rewards and sanctions which is based on the underlying principles of forgiveness and respect for the uniqueness of each individual.

This policy is supported by the school's policies on attendance, anti-bullying, safeguarding, child protection, SEND and equal opportunities, positive mental health, peer on peer abuse, searching, screening and confiscation and abuse against staff. It also supports the school's other policies on Teaching and Learning.

At St Gabriel's RC High School we expect the highest standards of behaviour. Behaviour management is the responsibility of all members of staff. We take a pro-active approach to promoting positive behaviour. This means we set out to teach such skills as mutual respect, co-operation, organisational skills, listening skills, discussion skills, working independently, working with others, problem-solving and resolving conflict. The new climate for learning policy has been introduced following collaborative work between staff and pupils to ensure a clearer and more consistent approach. This initiative has been driven by the School Improvement Group.

St Gabriel's RC High School's culture is based on the right to teach and the right to learn. We promote self-discipline; encourage positive behaviour, respect for others, regular attendance, punctuality, and the completion of school work. We believe that in order to enable effective teaching and learning to take place, positive behaviour in all aspects of school life is necessary. We seek to create a Christian, caring, learning environment in the school by:

- promoting and developing positive relationships based on mutual respect
- enabling all pupils to reach their full potential especially the most vulnerable
- promoting self-esteem, positive behaviour and discipline
- ensuring rewards are used to recognise achievement, maximise motivation and encourage positive attitudes
- ensuring that sanctions should be appropriate and in keeping with the values of our school as expressed in our Mission Statement.
- striking a consistent, healthy balance between rewards and sanctions to encourage positive behaviour.
- promoting early intervention and sign post to relevant agencies where needed

- providing an environment that offers equality of opportunity for all.
- providing a safe environment free from disruption, bullying, abuse, violence and any form of harassment;
- working closely with parents and carers to form strong, positive relationships.

## Roles and Responsibilities

1. The Governing Body will establish, in consultation with the headteacher, staff and parents, the policy for the promotion of positive behaviour and ensure that all aspects of the policy and its application promote equality for all members of our community. It will ensure that its key aspects are communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
2. The Headteacher, through the Senior Leadership Team, will be responsible for the implementation and day-to-day management of the policies and procedures, including support for staff faced with challenging behaviour. All members of the SLT will take implement the policy and Mrs Roberts Deputy Head will take responsibility for its monitoring and development.
3. Teachers, support staff and volunteers will be responsible for ensuring that the policy and procedures are followed, and both are consistently and fairly applied. Staff share the responsibility for creating a high quality learning environment, teaching positive behaviour and implementing the agreed policy and procedures consistently in line with our school ethos.
4. Parents and carers are expected to take responsibility for the behaviour of their child (ren). They also have a responsibility for working in partnership with school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
5. Students will be expected to take responsibility for their own behaviour and will be made aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
6. The procedures arising from this policy will be developed by the Senior Leadership Team in consultation with staff, especially Pastoral Team and Middle Leaders. The procedures will make clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale which will be outlined to staff, students and parents. The procedures will promote the idea of personal responsibility and that every member of the school has a responsibility towards our whole community in providing a calm ordered learning and teaching environment.
7. Our school Mission Statement and ethos is central to the promotion of positive behaviour. Rewards have a motivational role in helping students realise that positive behaviour is valued, and will be outlined in the procedures. This has been reinforced and clarified through the new Climate For Learning.
8. Sanctions are needed to respond to inappropriate behaviour. A range of sanctions will be identified in the procedures, designed to promote positive behaviour in the future. The procedures make a clear link between the sanctions applied for minor and major offences. . This has been reinforced and clarified through the new Climate For Learning.

9. The school will ensure that appropriate continual training on aspects of behaviour management is provided to support the implementation of the policy wherever and whenever needed for the adults in the school.
10. The school works positively with outside agencies and seeks support from them to ensure that the needs of all students are met by utilising the range of external support available, where their expertise is needed.
11. The Senior Leadership Team, in consultation with staff, will monitor and review the behaviour management policy and procedures and evaluate them to ensure that the operation is effective and consistent. The Headteacher will keep the Governing Body updated on the development of the behaviour policy.

## **Rights and Responsibilities of:**

### **Pupils**

The rights of a pupil of St Gabriel's are:

- To live the teachings of Christ
- To be allowed to learn and enjoy education
- To be able to develop abilities to the full and achieve their personal best in all that they do
- To be treated fairly and with respect
- To be allowed to learn in a safe, secure and calm environment that is conducive to learning

The responsibilities of a pupil of St Gabriel's are:

- To live out the Mission statement to the best of their ability
- To use their God given talents to make the best contribution to the life of our community
- To follow the code of conduct
- To take responsibility for their own behaviour
- To learn and allow others to learn free from disruption
- To accept staff have a right to teach in order for learning to take place
- To follow reasonable instructions from staff and obey school rules
- To have a positive attitude towards learning
- To respect the school environment and property of others
- To follow the uniform code and have all necessary equipment
- To be positive ambassadors for the school both in and out of the school premises
- To be good role models for younger pupils.

### **Teachers and adults**

The rights of a teacher (or adult) at St Gabriel's are:

- To be able to teach so that effective learning and progress is made each lesson
- To be treated fairly and with respect
- To work in a safe, secure and calm environment
- To expect pupils and parents' cooperation in maintaining an orderly climate for learning.

The responsibilities of a teacher (or adult) at St Gabriel's are:

- To support and encourage the school ethos through living the Mission Statement
- To create an effective learning environment which is positive ,encouraging and supportive
- To be an excellent role model in relation to behaviour, standards of dress, manner and expectations
- To treat others fairly and with respect
- To support, praise and as appropriate reward pupils for good behaviour
- To have high expectations of pupil behaviour in the classroom and around school
- To challenge calmly, fairly and consistently any inappropriate behaviour and act appropriately
- To strive to separate the behaviour of the individual and provide appropriate opportunities for reconciliation
- To meet the learning and pastoral needs of all pupils
- To work with Middle Leaders to inform parents of any behavioural issues both positive and negative in line with Departmental procedures. It is the experience of many parents that teachers only contact them as individuals when their child's behaviour is a cause for concern.

## Parents and Carers

The rights of a parent/carer of a St Gabriel pupil are:

- To expect their child to be safe, secure, and respected in school.
- To be regularly involved in a partnership with school to ensure progress and best possible outcomes
- To be kept informed about their child's progress, homework and behaviour both positive and negative
- To expect the highest possible standard of education for their child

The responsibilities of the parent/carer of a St Gabriel's pupil are:

- To support and encourage the School ethos through living the Mission Statement
- To ensure their child attends school regularly, on time and with the correct uniform and equipment
- To attend consultation meetings, including Parents' Evenings
- To accept that all pupils have the right to learn free from disruption
- To accept that all teachers have the right to teach so that effective learning and progress can take place
- To support the school in upholding high standards of behaviour
- To keep school informed of any relevant information which may affect their child's learning or pastoral needs.
- To support their child in completing home learning / coursework /controlled assessment
- To respect the professionalism of staff and use the language of mutual respect if challenging school's decisions
- To seek guidance and support with behaviour management of pupils where their own strategies are unsuccessful.

## The Role of the Senior Leadership Team (SLT)

(The ten practical recommendations from Steer 2009 report have been taken into account)

- Take the lead and ensure that the School Mission Statement is lived through standards of behaviour and work.
- Monitor and evaluate the implementation of all school policies.

- Ensure that the school's aims are applied throughout St Gabriel's School and promoted through the curricular and enrichment activities as well as the interactions between all members of our extended school community.
- Facilitate good channels of communication between school, parents, carers, governors, and outside agencies.
- Ensure that all staff accept responsibility for maintaining the highest standards of behaviour throughout the school area, in keeping with those outlined in this policy.
- Support staff in achieving the aforementioned.
- Foster a sense of community that encourages staff, pupils, parents and governors to take an active part in promoting good behaviour and learning.
- Monitor and evaluate the school ethos in the light of pupil behaviour.
- Ensure an effective pastoral care structure and support structures for pupils.

### **Sharing this policy**

Pupils will have access to an outline of the policy through the website and completion of the Home-School agreement in the packs received on entry to St Gabriel's. The principles of the behaviour policy will be shared with pupils at the beginning of the academic year and reinforced at regular intervals through assemblies and form period when the need arises.

Parents are required to sign the Home-School agreement pack . In addition, key elements of the policy are included in the New Intake packs and the policy is available in full if requested from the Head Teacher.

Adults are provided with this policy as part of the Staff handbook. Throughout the year aspects of the policy will be reviewed when key sections will be reinforced or amended as appropriate.

### **Monitoring and reviewing this policy**

This policy will be monitored and reviewed by the Governing body and the Senior Leadership Team on a regular basis. The review will ensure that this policy and associated procedures are effective and appropriate. From the review any changes will be communicated to all concerned and incorporated into an amended Behaviour Policy.

### **Promoting and rewarding positive behaviour**

All members of our community have a vital role to play in actively living out our Mission Statement. It cannot be over-stressed that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of pupils is promoted through regular praise and affirmation. A school culture which is dominated by a mutual respect between pupils, and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the pupils' potential both academically, socially and spiritually. Wherever possible rewards given should out number sanctions applied.

*This policy was agreed by the governing body in October 2016  
Policy reviewed in March 2018  
Policy to be reviewed March 2019*

## Guidance and information

### Using 'Reasonable Force'

All School staff have the legal right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. You may wish to see Government/DFE Guidance on reasonable force. This can be found at GOV.UK. The required information has been issued to all staff.

### Screening, searching and confiscation

St Gabriel's RC High School staff can search pupils with their consent for any item banned by the school rules. No child can be searched by a member of staff of the opposite sex. There should always be a senior member of staff present.

The Head teacher and SLT have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

School staff can seize any prohibited item found as a result of a search. They can seize an item, however found, which they consider harmful or detrimental to school discipline.

All allegations of abuse will always be taken seriously, St Gabriel's RC High School will ensure we deal with allegations quickly, fairly and consistently so that every child is protected and the person who is the subject of the allegation is supported. Every effort will be made to maintain confidentiality and guard against unwanted publicity whilst an allegation is investigated.

Staff will not be suspended as an automatic response and students may face fixed term exclusion if they are found to have made a malicious accusation.

Please refer to the new policy for Screening, searching and confiscation following the update guidelines from

- Searching, Screening and Confiscation (DfE) January 2018.
- Use of Reasonable Force – advice for headteachers, staff and governing bodies Behaviour and Discipline in Schools (DfE)
- Behaviour and Discipline in Schools – advice for head teachers and school staff (DfE)
- Information Commissioner for advice on the Data Protection Act (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

### Controlled Substances and Smoking

Controlled substances are prohibited from school. Smoking is banned across the school site for parents, pupils, employees and visitors. This includes e-cigarettes. Sanctions will be applied to any pupil found to be smoking on site, which could include internal isolation or fixed term exclusion. Any pupil bringing illegal substances into school will be immediately excluded from school for a fixed term depending on the type and quantity. Should there be any suspicion of intent to sell; this will lead to an immediate permanent exclusion. This is in line with the Local Authority policy.

## **'Reflect and Resolve' at St Gabriel's**

Pupils who commit serious offences or engage in anti-social low level behaviour may be placed in internal exclusion in the Reflect and Resolve by a middle leader.

### **Fixed Term Exclusion**

Exclusion is a serious sanction imposed by the school. The decision to exclude is taken by the Head Teacher, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

For the first 5 days it is the parents' responsibility to ensure that their child is not found unsupervised in a public place. Academic work will be provided by the school.

Prior to a permanent exclusion the headteacher can convene a governor's panel as a final warning.

### **Permanent Exclusion**

Permanent exclusion is the last resort and is a sanction that is rarely used. The decision to permanently exclude is taken only by the Head Teacher, usually after consultation with key staff.

Permanent exclusions follow statutory guidance set out by the DFE.

In the case of a permanent exclusion parents will have the right to make a representation to the School Governors and also an additional appeal to an independent appeal panel.

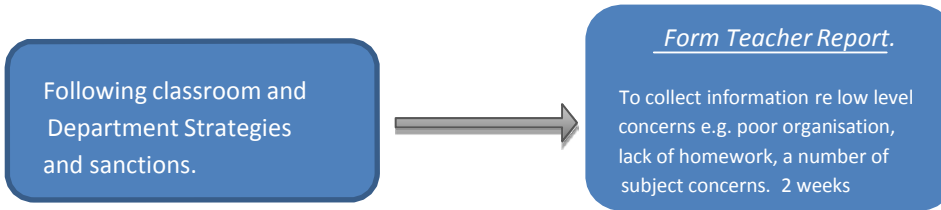
### **Behaviour and Protocols 2014 onwards**

This is a parental document taken from a full behaviour policy and protocols document used in school. This fuller document may be available on request from the headteacher.

In addition to the above policy the Policy and Procedure for Climate for Learning is being reviewed at present



**Stage 1**

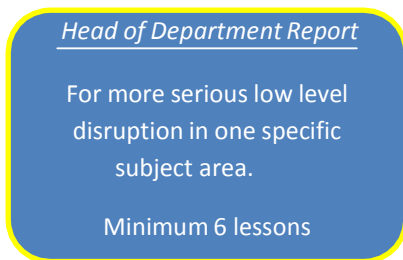


Pupil responds positively

Praise and Parental contact

Pupil does not respond and behaviour continues to deteriorate

**Stage 2**



Pupil responds positively

Praise and Parental contact

Pupil does not respond and behaviour continues to deteriorate

**Stage 3**

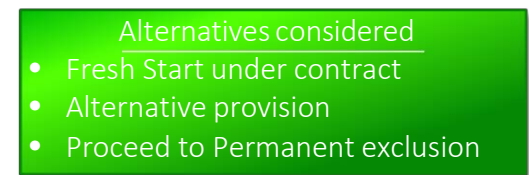


Pupil responds positively

Praise and Parental contact

Pupil does not respond and behaviour continues to deteriorate

**Stage 4**



**Stage 5**

