



Championing every student at Greyfriars

Behaviour for Learning: Policy





As a Catholic school championing every student, this policy aims to promote good behaviour for learning so that every student can be successful in a safe and supportive environment. Our emphasis at Greyfriars is to recognise and celebrate effort and success, so all students feel valued. We teach pupils to take responsibility for their own actions and to accept the consequences of their choices whilst viewing them as a learning and growth experience. The promotion of good behaviour teaches self-discipline, mutual respect and dignity and prevents bullying. A clear behaviour policy consistently and fairly applied underpins effective and intentional education.

It is our aim that each student should develop moral values and a code of behaviour based upon Christ's teaching and example. We are a community whose values are built on high expectations, trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school, students, their families and staff, can work together to promote behaviour that is ready, respectful and safe.

This policy is written following guidelines from the Department for Education (2016) and acknowledging the legal duties under the Equalities Act (2010) in relation to all groups, including students with SEND.

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1. Aims

This policy aims to:

- Provide a clear and consistent approach to behaviour management for staff, students and their families
- Define what we consider to be acceptable and unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the 2015 [special educational needs and disability \(SEND\) code of practice](#).

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Lack of engagement
- Non-completion of classwork or homework
- Being late
- Incorrect uniform including jewellery and make-up
- Not following a direct instruction

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
 - Any form of bullying
 - Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
 - Vandalism
 - Theft
 - Fighting
 - Smoking / vaping
 - Racist, sexist, homophobic, or discriminatory behaviour
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- Possession of any prohibited items. These are:
- Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers /vape pens
 - Fireworks
 - Pornographic images
 - Any article staff reasonably suspect has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

There are different types of bullying. These include.

Emotional: being unfriendly, excluding, tormenting

Physical: hitting, kicking, taking belongings, any use or threat of violence.

Racial/faith: racial or religious taunts, graffiti, gestures

Sexual: explicit sexual comments, display of sexual material sexual gestures, sexual touching, comments about sexual activity or reputation

Bullying can include:

Direct or Indirect bullying: physical bullying or bullying that intends to exclude through reputation/ self-esteem

Gender or sexuality: name-calling, sarcasm, spreading rumours, sexual remarks, comments about reputation and perception.

Cyber-Bullying: bullying that takes place online, such as through social media, messaging apps or gaming sites.

All instances of bullying must be recorded in the appropriate category in SIMS.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy (Appendices 10)



5. Roles and responsibilities - Staff and Families

5.1 The Governing Board

The governing board is responsible for monitoring the effectiveness of this policy and holding the Headteacher accountable for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour for Learning policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Training and support will be provided for those staff in order to meet teacher standards.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and requesting clarification and support where there is perception the policy is unclear
- Modelling positive behaviour both with students and adults
- Using the specific strategies to include students where these are in place
- Initiated restorative conversations with students who display attention needing behaviour
- Recording behaviour incidents via SIMS
- The senior leadership team, faculty leaders and pastoral teams will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support the student in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor and Year Leader promptly

6. Student Code of Conduct

Our Code of Conduct is **Ready, Respectful, Safe**. It is displayed in all classrooms and is carried by all students in their knowledge organisers. It outlines our shared and fundamental expectations of behaviour in class and around the school site. The following guidelines show the ways in which we expect you to follow the code in your daily life at school, on your journey to and from school, when you are at home doing your schoolwork and at any time when you are acting as a representative of the school.



7. Rewards

An influential tool in our Behaviour Policy is our House system. Through the four Houses we recognise good work and behaviour and encourage all pupils to aim for the highest standards of personal achievement and character. Pupil's demonstration of our core values of Knowledge, Care and Ambition are seen through achievement points, badges certificates, assemblies, house ties, and phone calls home. Achievement points are awarded to students throughout the lesson and around the school for recognition of students demonstrating the attributes of Knowledge, Care and Ambition.

- **Knowledge** - I want to learn and will stretch myself to achieve. I am ready and respectful by always working to the best of my ability.
- **Care** - I am compassionate. I care about others and my surroundings. I expect others to do the same. I am always respectful towards others and behave in a safe and caring way.
- **Ambition** - I expect the best from myself and others. I am hopeful and have ambitious plans for my future.

Points are accumulated in SIMS and communicated with families throughout the year; points contribute towards rewards trips, prom, badges, and other prize giving events. The tutor will have their home page set-up to identify the rewards that the students have achieved. A student will be awarded a badge once they have achieved 10 achievement points for that attribute and will be awarded in assemblies by a member of the Senior Leadership team. Students who demonstrate achievement above and beyond School expectations for example, representing the school at county level, will be awarded the "badge of outstanding contribution". This is the top award that a student can achieve. It is agreed by the tutor/Year Leader and Senior Leadership team which students are nominated for this award.

8. Behaviour management and Consequences

Every student at Greyfriars Catholic School has the right to access high quality teaching that is free from disruption. To ensure that lessons proceed without disruption, we have the highest expectation of student behaviour to ensure that their opportunity to achieve is maximised.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and in the corridor when arriving and leaving the lesson.

Staff will:

- Apply pre-emptive de-escalation strategies at all times as detailed in Behaviour Implementation guidance (appendix).





- Teach students appropriate and inappropriate behaviour for learning through assemblies, tutor time and lessons
- Use seating plans in every lesson
- Know the individual needs of all the students in their classroom
- Apply this behaviour policy consistently and fairly
- Record as appropriate in SIMS
- Know and treat every lesson as a fresh start.

8.2 Consequences of behaviour

When student behaviour or work fails to meet the expected standard, it will result in an appropriate sanction. Behaviour is for learning and behaviour must not disrupt the learning of others.

Consequences will be applied consistently and fairly if the behaviour does not meet expectations. Staff will follow this structure:

- **WARNING:** If a student is misbehaving or is disrupting the learning of others, they will be issued with a clear warning. The teacher will tell the student what they are getting wrong and what they need to do to modify their behaviour.
- **CONSEQUENCE:** If the behaviour persists, a teacher will have to give the student a consequence. This will be a 40 minute supervised detention after school where the student will be expected to complete work. This will be recorded on SIMS and parents will be informed.
- **REMOVAL:** If the student does not rectify their behaviour or continues to disrupt the learning of others they will be removed from the lesson. This will be followed by a period of time in the Inclusion and Support Hub. Parents will be contacted and the student will discuss strategies to avoid future removal.

It is essential that we help students by teaching them appropriate behaviour for learning and self-discipline. In addition to the classroom steps above, it may be necessary to further intervene to support student behaviour.

- **Cumulative poor behaviour:** if a student's behaviour is repeatedly poor, for example, three Consequences in a day, they will be supported with a period of time in the behaviour and inclusion hub
 - **Alternative to exclusion (A2E):** in some instances, an A2E may be necessary. This is an extended day in the Inclusion and Support Hub, or supported by members of the SLT, and a meeting with families to support positive behaviour. When students persistently fail to meet expectations, we may use A2E to support positive behaviour.
 - **Fixed term suspension:** As a last resort, fixed term exclusions will be used. This will be communicated to parents through a phone call and a letter. Following a fixed term exclusion, a reintegration meeting will be held prior to the student returning to school. A parent will be required to attend this meeting during which our graduated response to exclusion will be discussed. Alongside this, appropriate support
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mechanisms will be put in place to support students and guide them to improve their behaviour. Students who have received multiple fixed term exclusions will move along the school Graduated Response. This will trigger further monitoring, support, and intervention. Students who receive numerous fixed term exclusion from school are at risk of permanent exclusion. More details on fixed term and permanent exclusions can be found in the exclusion policy.

- **Permanent exclusion** will be used in serious cases as outlined in the exclusion policy

In line with Behaviour and Discipline in Schools (DfE 2016), parents will be contacted by email or letter to inform them of negative behaviour. Parental consent is not required for an after school consequence or detention; however, we will always look to work in partnership with families.

8.2 Automatic Consequences

Some behaviour will result in an automatic Consequence. These include:

Not Ready

- Homework not submitted or incomplete
- Lack of punctuality to school or lessons
- Eating in lessons
- Drinking any fluid other than water in lessons
- Applying make-up, deodorant, hairspray etc.
- Lack of equipment

Disrespectful

- Using mobile phones/internet device
- Inappropriate use of ICT
- Offensive language - swearing
- Refusal to follow instructions

Unsafe:

- Dangerous behaviour - throwing items or climbing on furniture
- Unsafe behaviour between lessons or transition
- Bullying*

8.3 Automatic Removal

Some behaviour will be extremely disrespectful or unsafe and this will result in immediate removal from the lesson.

- Swearing/abusive language at or about an individual
 - Violent behaviour
 - Vandalism/deliberate damage to property
 - Serious Health and Safety violations
 - Bullying*
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*Bullying incidents will always be reviewed to make sure the scale of consequence is appropriate. For example, after investigation, a Consequence may be escalated to a Removal or beyond.

8.4 Behaviour outside of the school

The expectations, code of conduct and home school agreements apply both in school and outside. Students who breach the school's Behaviour Policy whilst on school business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at school.

For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour among the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school.

Other relevant factors include whether the student is wearing a school uniform or their behaviour could adversely affect the reputation of the school. If a student is involved in any act of aggression which threatens the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures will be applied.

8.5 Physical restraint

In some rare circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.6 Behaviour Points

Every time the students receive a consequence or an exit from a lesson, they will be given behaviour points. Behaviour points will allow us to monitor behaviour and intervene as appropriate. This may include daily behaviour report cards, parent meetings, pastoral support plans. It may also be necessary to give bespoke sanctions.



For example:

- Report cards or pastoral support plans
- Attendance at homework club
- Completing additional work/ repeating unsatisfactory work
- Missing break or lunch
- School based community service - helping teachers/ school staff

9. Training

Extensive training time is given to staff on this policy, behaviour management and classroom management strategies. Weekly behaviour data is monitored and may be shared with all staff to highlight any areas requiring development and attention.

10. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
 - Safeguarding policy
 - Anti-bullying policy
 - SEN policy
 - Attendance policy
 - Right to search
 - Drugs policy
 - Peer on peer abuse
 - Use of reasonable force
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- [Equalities Act](#)
 - [SEND Code of Practice](#)
 - [DfE Behaviour and Discipline in Schools](#)
 - [Safeguarding Policy](#)
 - [Anti-Bullying Policy](#)
 - [Cyber-Bullying Policy](#)
 - [Exclusion Policy](#)

12.1 Appendix

- Behaviour Implementation Guidance
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Greyfriars Catholic School Behaviour Management Implementation

Rewards

We promote good behaviour, self-discipline and respect for others. Pupils are encouraged to adopt a kind manner towards others and a positive attitude towards learning. Pupils take pride in their work and gain intrinsic reward from their achievements.

The foundation for the achievement of good behaviour involves sound relationship between teachers and pupils whereby teachers use praise and rewards. Pupils will be rewarded in the following ways:

- Verbal praise by staff
- Approving signs/acknowledgments
- Excellent work to be displayed
- Class rewards
- Achievement Points
- Personalised letters to parents
- Achievement recognised in assemblies
- Certificates

Achievement Points are given by all staff for Knowledge, Care and Ambition, which is recorded on Scomis. Pupils typically receive House Points for the following:

- Excellent work
- Excellent effort
- Excellent behaviour

House Points are also awarded by staff for the contribution pupils make to the work of the House, including participation and success in competitions, kindness and leadership.

Pupils can qualify for a Bronze, Silver or Gold Certificate after gaining the requisite number of House points. These are awarded in assembly and announced in the Newsletter.

A number of other department-based rewards are also awarded for excellent work/effort. These complement the school's overarching rewards system.

Sanctions

Staff will aim to use de-escalation strategies to prevent the use of sanctions:

1. Have a silent starter ready and greet students at the door.
 2. Be seen looking - pupils need to feel like you can see them all the time.
 3. Non-verbal cues - a quick, non-verbal signal that you are aware that the pupil is not on task.
 4. Narrate the positive - have a running commentary of the positives that are taking place and emphasise highlight those pupils who are doing the right thing and publicly rewarding these pupils.
 5. Targeted private correction - a quiet word with an off-task pupil, given while other pupils are working.
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We understand that behaviour is a method of communication and we value building rapport and relationships; hence, when unexpected behaviour is displayed, staff will work with the pupil and parents/guardians to address these needs. Staff use the toolkit below to aid in addressing the unmet need to ensure all pupils achieve in the classroom.

Teacher Toolkit:

- *Have you considered changing seating plans?*
- *Are learning needs being met? Have you read the pupil profile, IEP report?*
- *Would a personalised task meet their learning needs?*
- *Have you called home?*
- *Have you observed the pupil or teacher in a different classroom?*
- *Does the pupil engage with your written feedback?*
- *Have you asked to observe the pupil in another lesson*
- *Have you used rewards?*
- *Have you made a positive phone call home?*
- *Has a restorative conversation been organised?*
- *Have you given a departmental report?*
- *Have you -revisited rapport building strategies?*
- *Have you recorded behaviour and actions throughout?*
- *Have you asked the Head of Year for a Pupil Strategy Briefing?*
- *If the above actions do not change behaviour consult line manager*

Head of Year Toolkit:

- *Support triangulation*
 - *1:1 meeting with pupil*
 - *Department report / Pastoral Support Plan*
 - *Parental meeting*
 - *Observe teacher and give feedback*
 - *Learning walk with teacher/pupil*
 - *Book look*
 - *Highlight to SLT for learning walk*
 - *Soft start/soft landing*
 - *Positive engagement of pupil in extra-curricular within department*
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- *Consult line manager for support*

