



*Saint* **GREGORY'S**  
*Bath*

## Behaviour for Excellence

### Key Information

<b>Title</b>	Behaviour for Excellence	
Prepared By	Sarah Hollywood, Assistant Head teacher Pastoral	29.01.2024
Approved By	Governors Christian Vision Committee	29.01.2024
Next Review:	January 2025	

### Version History

<b>Date</b>	<b>Amendments</b>
04.07.17	Draft Document approved by CV Committee pending amendments
09.07.17	Updated document with detentions modified – Faculty detentions replace a centralised system
10.10.17	Updated Document with Attendance Rewards amended
23.1.18	Updates in exclusions paragraphs
24.06.2020	Annual update
26.10.2022	Updated to reflect changes to recording of House Points.
29.01.2024	Updated to reflect changes to the RTL system.
20.02.2024	Reason for RTL2 amended to remove warning
26.03.2024	Reference to vaping included

*In Christ we flourish*

## **Mission Statement**

We believe that every child is made in the image of God and should be valued as a unique and gifted creation with a divine origin and an eternal destiny. As a Catholic school, our aim is to promote the dignity and well-being of every child and ensure that they flourish in the course of their journey with us in a safe, happy and enriching environment.

We aim to provide our students with the personalised 'deep learning' which will help them to gain the skills, knowledge and understanding of self, others and the world which they will need for a fulfilled and happy adult life.

Above all, our aim is to instill in our children Christian values and a love of God and his Son, Jesus Christ, so that they will become principled citizens and witnesses to the Gospel, who will contribute to the common good of society.

## **Governors' statement of general principles**

The general principles on issues of behaviour are derived from the Mission Statement and are as follows:

- We are committed to providing an education for the students of Saint Gregory's which ensures that they are encouraged to make a positive contribution and are prepared for a life of Christian witness to the Gospel of Jesus Christ.
- We will comply with equalities legislation and our duty to promote the well-being of students.
- We are committed to improving outcomes for all students and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole community.
- We are committed to ensuring that vulnerable students receive behavioural support according to their needs.
- The needs of the individual will always be considered in relation to the common good of the community and the rights of the individual will always be considered in relation to their responsibilities to the community.
- The governors expect self-discipline and proper regard for authority from all students.
- Any decisions regarding the consequences of behaviour will be informed by our mission as a Catholic school which is to promote the dignity of the human person and the values of the Gospel.
- We will always seek to reward and praise positive behaviour and witness to Christian values. What is published in this Behaviour Code will be in accordance with what is legally required (Exclusion from maintained schools, academies and pupil referral units in England DfE 2015) and regarded as best practice (Behaviour and discipline in schools. Advice for head teachers and school staff DfE 2014)

## **Rewards**

At Saint Gregory's there are a wide range of positive consequences following good behaviour and choices. Staff will always look for opportunities to praise and encourage you.

## **House Points**

House points are given to individuals. House points may be given by staff for:

- Aspiration
- Responsibility
- Respect
- Virtue
- Literacy

House points will be put straight onto the system Class Charts by the member of staff. Tutors and Heads of

Years will track the number of House points for individual students and students will be praised in assemblies. There is an award to be presented at Prize-giving for the student who collects the most House points in an academic year.

Parents, carers and students will be able to see when a House point has been awarded on their Class Charts app so can praise their child accordingly.

At the end of each term there is a name and praise assembly led by the Head of Year. This is where students will be rewarded if they have been nominated by their subject teacher and given certificates for the following:

Bronze- Nominated twice

Silver- Nominated three times

Gold- Nominated at least four times

All students nominated will have an opportunity to win a voucher if their name is pulled out.

In the assembly there will also be praise for those who have represented the school. This list is not exhaustive but you should expect those who are involved in sport, the performing arts, religious services and public speaking to be publicly congratulated in assembly.

### **100% Attendance**

Those students who secure 100% attendance over a term will receive weekly praise from their tutor and will be mentioned in the termly rewards assemblies. Students who achieve 100% attendance over the year will receive a postcard. Each year at Prize-giving an award is given for the best attendance.

### **Reward Day**

Our Rewards Day is organised by the Head of Year and recognises the achievement and good conduct of students throughout the year. These will take place in Term 6 of the academic year for Years 7-10.

### **Year 11 Prom**

The governors agree that the Headteacher and Senior Leadership Team should set criteria related to attendance and behaviour by which students may be able to attend the Prom. If students do not meet these standards the Headteacher may refuse permission for a student to attend the Prom.

### **Faculty Rewards**

There is an extensive system of rewards within the school which recognises achievement through a range of mediums. The annual Prize-giving is a celebration of both academic achievement, endeavour, contribution to the spiritual life of the school and recognition of students who have overcome adversity. On this evening most faculties will present a cup as a reward to the top performing student.

Faculties will also send out Congratulations cards to students for good work.

### **Actions and Consequences**

To help you to behave well and to create a Christian community in which you can learn and grow, there are clear boundaries which describe which behaviour is not acceptable. There are also clear consequences if you cross those boundaries.

God gave us free will. He wants us to make the right choices to become better people, to serve Him and to treat other people with dignity and respect. In school, we want you to make the right choices so that we will have a safe, happy, Christian community where you will flourish in your learning and in your development as individuals. When you do not make the right choices and behave in ways which are anti-social, hurt other people or disrupt their learning then there will be consequences. This behaviour policy

sets out a simple and fair system of consequences.

### **Support for you**

There may be times in your journey through Saint Gregory's when things are not going so well or you are upset or troubled about something. Remember, there are many people who can help you; there is always somebody you can talk to:

- your tutor and teachers
- your Head of Year
- the Family Support Officer
- the student support team including Mrs West and Dr Brooks
- any member of staff will be happy to talk to you and help you
- the Lay Chaplain - Mr Robinson

### **Taking account of SEN, disability and the circumstances of other vulnerable students**

Key Points:

- Saint Gregory's makes reasonable adjustments in the application of their behaviour policy to disabled students.
- Staff provision for students whose behaviour-related learning difficulties call for it to be made.
- At-risk students are identified in advance and suitable early interventions are put in place to support the student and all those in contact with the student are made aware of effective strategies to adopt.
- Every vulnerable student in the school has a key person who knows them well, has good links with the home and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.

### **What the law says (Equality Act 2010)**

3.9.12 Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), and syndromes such as Tourette's and other mental health disorders.

**Some examples of the support available for students whose social, emotional and mental health needs present a barrier to achievement are as follows:**

- Small Group Support
- 1:1 interventions
- Support from outside agencies, e.g. Restorative Justice, Mentoring Plus, Off the Record
- All support is recorded in a plan, e.g. an Individual Education Plan (IEP), Pastoral Support Programme (PSP) and/or an Early Help Form (EHF)
- Other approaches may be necessary, e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, Hospital Education Service (HERS).

## The Consequences of Poor Choices

Sanction	Consequence	Further potential consequence
<b>RTL1-</b> verbal and name written on the board.	Warning	
<b>RTL2-</b> verbal, written on board and recorded on Class Charts.	10 minute break time detention 11:10-11:20. Complete tasks or read their book in silence.	Misbehaviour results in detention ending at 11:30 No show to detention results in RTL3 lunchtime to be scheduled.
<b>RTL3-</b> verbal and recorded on Class Charts.	20 minute detention 13:50-14:10. Complete reflective task.	Misbehaviour or no show to detention results in RTL4 after school detention to be scheduled.
<b>RTL4-</b> verbal and recorded on Class Charts.	45 minute detention 15:15-16:00 Restorative work in silence.	Misbehaviour or no show to detention results in an RTL4 Upscale detention scheduled on the nearest Friday.
<b>RTL4 Upscale-</b> verbal and recorded on Class Charts.	60 minute detention 15:15-16:15 on Friday. Restorative work in silence.	Misbehaviour or no show to detention results in a parental meeting with the pastoral department.
<b>RTL5-</b> verbal and recorded on Class Charts.	At least three lessons in Damascus Room and a social period. Complete work in silence.	Misbehaviour can result in an extension in the Damascus Room.
<b>RTL6-</b> verbal and recorded on Class Charts.	Whole day in Damascus Room or a day at St Marks School or Oldfield School.	Misbehaviour can result in a RTL7.
<b>RTL7-</b> verbal and recorded on Class Charts.	Exclusion from school (1-5 days)*	

**Persistent refusal to attend detentions may result in an RTL7.**

\*For very serious behaviour this could be longer. The Headteacher can suspend a student for up to 45 days.

### Reminder of rules

When your behaviour is not as good as it should be, a member of staff will remind you about the rules and the standards we expect at Saint Gregory's. In some cases you will go straight to a higher consequence, this is based on your teacher's professional judgement. These rules are on display in every classroom in the school.

### The School Rules- 'Be Ready To Learn'

<p>In the classroom:</p> <p><b>1. RESPECT</b></p> <ul style="list-style-type: none"> <li>✓ Be aware of the needs of others</li> <li>✓ No use of prejudicial bullying language</li> <li>✓ Do not get involved in serious incidents</li> <li>✓ Always respond to the teacher's request without argument</li> </ul> <p><b>2. ORGANISATION</b></p>	<p>Around the school site:</p> <p><b>4. BE POLITE</b></p> <ul style="list-style-type: none"> <li>✓ Speak appropriately with no bad language</li> <li>✓ Show good manners (e.g. hold doors, greet guests)</li> <li>✓ Stand up when an adult enters the room</li> </ul>
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<ul style="list-style-type: none"> <li>✓ Be on time for school</li> <li>✓ Arrive to each lesson within three minutes of the bell</li> <li>✓ Have all the required equipment</li> <li>✓ Mobile phones not to be seen or heard</li> </ul> <p><b>3. POSITIVE WORK ETHIC</b></p> <ul style="list-style-type: none"> <li>✓ Keep off task conversations for social times</li> <li>✓ Listen when others are talking</li> <li>✓ No eating or drinking in class</li> <li>✓ Sit where you are told</li> <li>✓ Complete all work to best of your ability</li> <li>✓ Work in silence if requested to do so</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have a positive attitude</li> <li>✓ Do not drop litter and clear away after yourself</li> </ul> <p><b>5. WEAR CORRECT UNIFORM WITH PRIDE</b></p> <ul style="list-style-type: none"> <li>✓ Wear all required uniform correctly at all times</li> <li>✓ Ensure you have a green card for incorrect items</li> <li>✓ Have a proper school bag</li> <li>✓ Mobile phones and headphones not to be seen or heard</li> <li>✓ Hair tied up for practical lessons</li> </ul> <p><b>6. CALM MOVEMENT AROUND SCHOOL</b></p> <ul style="list-style-type: none"> <li>✓ No running indoors</li> <li>✓ Keep to the left inside building</li> <li>✓ Use the correct stairs and entrances</li> <li>✓ No pushing, shoving or shouting</li> </ul>
<p><b>Serious incidents:</b></p> <ol style="list-style-type: none"> <li>1. Defiance: refusal to carry out a reasonable request made by, or walking away from, a member of staff)</li> <li>2. Verbal or physical abuse of staff or students</li> <li>3. Exam misconduct</li> <li>4. Truancy</li> <li>5. Violent or aggressive behaviour</li> <li>6. Possession of alcohol, smoking paraphernalia (including vaping) or drugs on the school site</li> <li>7. Possession of or bringing a weapon or dangerous item onto the school site</li> <li>8. Malicious setting off of the fire alarm</li> <li>9. Deliberate damage to or theft of property</li> <li>10. Bullying or use of prejudicial language directed at another person</li> <li>11. Any behaviour which is deemed by the Headteacher to threaten or undermine the dignity of any individual in the school or if a student is beyond the care and control of the school.</li> </ol>	

## 1. Respect for all members of staff and students

By staff we mean all members of staff: teachers, teaching assistants and technicians, office staff, caretaking staff, SMSAs. All members of staff should be treated with complete respect. Staff will treat students with respect. They will use the student's first name and will treat each student fairly. They will always look for a chance to praise and reward students.

## 2. Organisation

A student may bring their mobile phone to school if your parent/carer require you to have it for health and safety reasons traveling to and from school. The phone must then be kept in your bag for the duration of the day and you will not be permitted to use it in lessons or during social time. This is to support student understanding of the world of work.

Staff have the right to confiscate a student's phone if they have it out and will then hand it to the front office to be collected at the end of the day. If a mobile phone is confiscated on a regular basis parents/carers may be asked to collect the phone.

On other occasions a mobile phone may be confiscated from a student if there is evidence of malicious comments, images or moving images concerning another student or member of staff. Where comments are repeated this will constitute bullying and be dealt with as such. Offending material on mobile phones

will be removed before being returned to their parent/carer.

If a student has broken the law through the use of ICT, (e.g. mobile telephone/laptop/tablet/chromebook) their parents/carers will be informed and asked to attend a meeting with the Headteacher, Assistant Head or Head of Year depending on the offence. The police will also be informed.

The school reserves the right to take disciplinary action if the reputation of Saint Gregory's is adversely affected by a student's actions online. Where appropriate, disciplinary measures will be taken if a student make comments on social networking sites that adversely affect the lives of other students and members of the school community.

### **3. Positive work ethic**

Good behaviour and a positive work ethic are very important everywhere in the school, but they are extremely important in lessons. If a student misbehaves in a lesson it will stop other students learning. That is not fair and not acceptable. Teachers work hard to prepare good lessons. They must be allowed to teach and students must be allowed to learn. In every classroom the Ready to Learn Guide is displayed which students must follow.

All students are expected to abide by the Acceptable Use Policy (issued separately) for the use of the school computer network and Internet. Deliberately accessing or downloading inappropriate material or using the school email system inappropriately will result in serious consequences.

E-Safely is an important part of school life as it can affect behaviour in and out of lessons. Material downloaded outside of school hours can impact significantly upon the life of students and other members of the school community. Thus the school expects parents/carers to cooperate with the school in helping students to understand the role of ICT in the modern world.

The school encourages parents/carers to supervise students' social media usage and to be responsible in what they communicate in words, images and moving images.

### **4. Be Polite**

When talking to staff students should always address them as 'sir' or 'miss' and be polite. When an adult walks into a classroom students should stand in silence to show respect.

### **5. Wear correct Uniform with pride**

It is important that students wear their uniform to the highest possible standard. It shows respect for the school community and for themselves. Good uniform creates an atmosphere of excellence. The following simple rules apply:

- Students should be in full school uniform when they arrive at school in the morning and for the rest of the day.
- Students should wear their blazers at all times unless the teacher gives them permission to remove the blazer in lessons.
- Canvas shoes or non-leather trainers must not be worn around school.
- Outdoor coats can be worn to and from school and these should be removed immediately in lessons. Hoodies are not be worn as a coat.
- The only jewellery permitted is a watch and a single stud earring in each ear – facial piercings of any kind are forbidden.
- Make up is not permitted.
- All hair should be tidy and manageable and long hair tied back in PE and science practical lessons and students should be clean-shaven.

- Skirts should be no more than five centimetres above the knee.
- Extreme hairstyles are forbidden (shaved or dyed patches, dyed spikes, Mohican or punk styles, dipped dyes, haircuts of contrasting lengths, cuts less than No.3). This list is for illustration and is not exhaustive. The final decision about an extreme hairstyle rests with the school's Leadership Team. Not following these simple rules could result in a sanction.
- Ink or henna tattoos are not permitted.
- School books should be carried in a school bag or rucksack which is waterproof and can be closed.
- Only clear nail polish is permitted.

In cases where a student's uniform is inappropriate (for example, extreme hairstyle) the school reserves the right to contact parents/carers and ask them to take their child home and resolve the issue immediately.

## **6. Calm movement around the school site**

We have a calm and happy atmosphere around school and we want to keep it that way. We have spent a lot of school funds and funds provided by parents and carers to improve the environment for you. The following simple rules will allow us all to be safe and happy at St Gregory's:

- Students should not run, shout or whistle around school.
- Football games are only permitted on the Astroturf or on the field, with basketball permitted on the top court, not in the Piazza area or around the teaching blocks. Rugby is not permitted on the Astroturf or the Upper Court.
- In stairwells and corridors students should stay to the LEFT. In the main buildings the one way systems should be followed.
- Students should move straight away and quietly on the warning bell and between lessons.
- No student should cause any damage or graffiti on school property or the property of other students.
- Students should line up quietly and sensibly outside their lesson until the teacher invites them to come in.
- Students should queue quietly and sensibly and stay in the line at break and lunch time for food or snacks.
- All litter should be placed in the bin and chewing gum is not allowed in school.
- Cans of drink of any description should not be brought into school – they present a health and safety risk on the field and around the grounds.
- Aerosols are not permitted.
- Gambling is not permitted in school.
- Selling confectionary/sweets/drinks for personal gain is not permitted in school.

## **Other elements of Saint Gregory's life**

### **Behaviour to and from school**

Going to and from school on the bus or on foot, in and around school and on school trips, students represent Saint Gregory's and as such their behaviour is subject to this behaviour policy. A high standard of uniform and behaviour is expected at the end of the school day. Poor behaviour will be treated in the same way as if it took place in school. (See Appendix 1 for the School Bus Code)

### **School Trips**

Many members of staff give up their time to plan school trips, locally and to locations abroad. All students have a chance to apply for trips. When a trip is oversubscribed the trip leader will draw names out of a hat. However, if there are concerns about the general behaviour of a student who has applied for a trip, the trip leader has the right to refuse a place to that student and not put their name in the hat, unless the trip leader decides to allow for improvement in the student's behaviour. Parents/carers will be informed in writing if a place has been refused on these grounds. Poor behaviour will result in withdrawal of an offer of a place. The trip leader's decision is final.



If a student is offered a place on a trip it is conditional upon good behaviour. If they behave poorly after being offered a place on a trip the trip leader can withdraw the place from them.

### **Personal Property**

- We advise that students do not bring any personal property of value, or money, into school and if they do it is the student's responsibility. The school is not responsible if it is lost or stolen.
- Any electronic devices or any gaming device should not be seen or used in school. They will also be confiscated without a warning and students/parents will have to collect from reception at the end of the school day.
- Correction fluid (eg Tippex), marker pens, laser pens, matches/lighters, all sharp implements (unless authorised for subject use, e.g. compasses in mathematics), or instruments which could hurt someone or damage property are forbidden.
- All staff have the right to confiscate the property of students which is forbidden in school by the school behaviour policy (Education Act 2011).
- Under the Education Act 2006 Section 93, all members of school staff have the legal power to use reasonable force. This power applies to any member of staff at the school and may include people whom the Headteacher has put in charge of students (e.g. students completing teacher training). Reasonable force may be used to prevent students hurting themselves or others, from damaging property or from causing disorder. The decision on whether to physically intervene is a judgement made by the member of staff concerned who will always act in the best interest of the student.
- Under the Education Act 2011 any member of the school staff has the right to search a student and their property (i.e. their bag or locker) for the following: weapons, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any items likely to be used in committing an offence, cause personal injury or damage to property and any items identified in this policy.

### **On the occasions students are not 'Ready to Learn' (RTL)**

Students are given this information at the start of each academic year:

#### **In lessons**

If you misbehave in a lesson you will first of all be reminded of the Ready to Learn procedure. If you continue to misbehave you will be given a **RTL1** (final warning) and your name put on the board. If you continue to misbehave (even if you are breaking a different rule) you will be given a **RTL2**, the teacher will fill in a Behaviour Referral on Class Charts and you will have a break time detention the following day. Your parents/carers will be informed either by the Class Charts app or Email.

If you continue to disrupt the learning of others you will receive a **RTL3** which is a lunch time detention the following day. This means that you will be sent to the safety net classroom within the subject for the remainder of the lesson. If you refuse to go to this lesson the sanction will be escalated and you will be sent to the Damascus Room to serve an RTL5.

Please be aware that you may not escalate through the RTLs (e.g. moving from an RTL1 to an RTL2). There are occasions where the behaviour you have exhibited requires a sanction (e.g. an RTL3) without moving through the warning system. For example if you are rude to a member of staff you will receive an RTL4 without warning.

#### **Reasons for RTL2 (Break time 10 minute detention)**

RTL2 will be given for misbehaviour in lessons, following an RTL1. You should be well aware of the school rules. The following are examples of what a RTL2 could be given for. The list is illustrative and not

exhaustive.

- Refusal to respond to the first request.
- Inappropriate comments to a member of staff (answering back or questioning a decision).
- Lateness to lessons.
- Queue-jumping at break or lunch.
- Littering on purpose
- Yelling/running/being rowdy around the school.
- Items of uniform missing without a note from home (e.g. no tie, no blazer) or persistent untidy uniform (shirt untucked, top button undone).
- Poor use of language.

Repeated RTL2s will result in you being seen by your Head of Year who may put you on report. Failure to improve could lead to you an escalated sanction.

### **Reasons for RTL3 (Lunch time 20 minute detention)**

A RTL3 could be given for the following. The list is illustrative and not exhaustive.

- Rudeness in class
- Failure to complete work set in class
- Lack of homework over time
- Removal to another teacher's classroom for disruptive behaviour
- Not turning up for a RTL2
- Yelling/running/being rowdy around the school
- Inappropriate and/or disrespectful behaviour to either students or staff
- Use of bad language (swearing, use of offensive terms)

### **Reasons for RTL4 (45 minute after school detention)**

A RTL4 could be given for the following. The list is illustrative and not exhaustive.

- Rudeness towards staff.
- Continuing to be disruptive to learning after being moved to another teacher's classroom (safety net).
- Not turning up for a RTL3.
- Inappropriate and/or disrespectful behaviour to students.
- Eating or drinking in a Science Classroom.
- Truancy from class.
- Use of bad language (swearing, use of offensive terms).
- Anti-social or disruptive behaviour

### **Reasons for RTL4 Upscale (60 minute after school detention on Friday)**

A RTL4 could be given for the following.

- Missing an RTL4.

### **Reasons for RTL5 (At least three consecutive lessons in the Damascus room)**

A RTL5 could be given for the following. The list is illustrative and not exhaustive.

- Defiance, disobedience or rudeness to members of staff or disruption of several lessons.

- Not turning up for RTL3
- Offences of non-violent bullying (e.g. name-calling, teasing, either in person, in writing, or on-line).
- Damage to school property or another student's property (including graffiti).
- Use of bad language in school.
- Persistently missing items of uniform without a note from home (e.g. no tie, no blazer).
- Extreme hairstyles (parents/carers may be asked to take you home).
- Disobedience or rudeness to members of staff or disruption to several lessons.
- Any persistent anti-social or disruptive behaviour.
- Inappropriate and/or disrespectful behaviour
- Rudeness about a member of staff (**nb**: this could be a RTL5/6 depending on the circumstances.)
- Swearing or using bad language towards someone else.
- Refusing to hand over electronic device.

If you are placed in isolation on more than one occasion you will be seen by your Head of Year who may put you on report. Failure to improve could lead to an escalated sanction.

### **Reasons for RTL6 (Full day internal Suspension) or RTL7 (Suspension from school, normally for 1-5days\*)**

\* This could be longer depending on the seriousness of the behaviour. The Headteacher can suspend a student for up to 45 days.

### **Only the Headteacher has the authority to suspend a student (RTL7)**

A RTL6 or RTL7 will normally be given for the following. The list is illustrative and not exhaustive.

- Racist abuse or comments.
- Use of physical violence (even if you were provoked. Tell staff, don't hit back!).
- Use of bad language or extremely rude or aggressive behaviour towards any member of staff.
- Continued bullying, including on-line.
- Use or possession of tobacco, alcohol or drugs and/or drugs paraphernalia in or around the school site.
- Use of electronic cigarettes or pipes in or around the school site.
- Possession of or attempts to access inappropriate or offensive material (e.g. pornography).
- Behaviour which threatens the safety of the community (e.g. tampering with fire extinguishers).
- Persistent disruption to the learning of others, eg three RTL3s in one week.
- Use or possession of offensive weapons.
- Theft.
- Misbehaviour on the school bus (See Appendix 1 The Bus Code)
- The behaviour of a student outside of school may be grounds for a suspension. (For example rudeness to a member of staff who is shopping by a student)
- Swearing at a member of staff.
- Sexual misconduct.
- Any other behaviour deemed by the Headteacher to threaten or undermine the dignity of any individual in the school.
- Misrepresentation of the Christian values associated with St Gregory's.

Suspension is the most severe punishment a school can apply and is a very serious matter. All Federation Suspensions are kept on record by the Local Authority and reported to the governors.

Behaviour which is also unlawful, such as racist abuse, the use or possession of offensive weapons, the use of, possession or selling of drugs and/or drugs paraphernalia will also be reported to the police. Before any suspension is decided everyone involved in any incident will be able to give their version of events. The

evidence will be looked at carefully and then the Headteacher will decide, on the balance of probability, what happened and who should be excluded. After any suspension you will have a reintegration meeting with your parents and your Head of Year or the Headteacher to make sure you have learned from your experience.

Parents whose children have been excluded from school for five days or less have a responsibility under the Education Act 2006 to ensure that their children are not seen in a public place during the suspension. Those who do not comply may be issued with a penalty notice and fine.

The above list of offences against the community is not exhaustive. There may be types of behaviour or incidents not referred to explicitly here which are unacceptable to the community according to our Christian values. In those circumstances, the Headteacher will make a decision on the consequences guided by the governors' statement of general principles and the response to similar types of behaviour.

### **Permanent Exclusion**

A Permanent Exclusion is a last resort and will only be used in response to a serious breach (or persistent breaches) of the Behaviour Code, where allowing a student to remain in school would seriously harm the education or welfare of other students or staff. The Headteacher will permanently exclude students who do not respond to the support and encouragement offered at the different levels described above. The Headteacher can also permanently exclude students for serious 'one off' offences, which include the following:

- Use or possession of or attempts to sell and/or distribute drugs and/or drugs paraphernalia in or around the school site.
- Serious actual or threatened violence against another student or members of staff.
- Use or possession of weapons or dangerous implements - in other words any implement designed for, or capable of, harming or threatening an individual, and used for that purpose.
- Use or possession of or attempts to distribute drugs and/or drugs paraphernalia in or around the school, including drugs prescribed by a medical practitioner for the sole use of the prescription holder.
- Sexual misconduct.
- Any other serious, persistent or one-off behaviour deemed by the Headteacher to compromise or threaten the well-being of others in the school or if a student is beyond the care and control of the school.
- Misrepresentation of the Christian Values associated with St Gregory's, Bath.

### **Behaviour and Attendance in Detention**

In a detention your behaviour must be of the highest standard. You will be given work to do in silence. If you are late for a RTL2 you may not be allowed in to the detention but expected to attend a RTL3 or expected to stay longer in the RTL2. If you miss a RTL3 you will be issued with a RTL4 the following day. Misbehaviour in detention may result in an escalation to the next consequence.

### **The Damascus Room**

This is a space for reflection, learning and silent work allowing students time to calm, ready to reintegrate into their classes after the allotted time. We challenge students to own their behaviour and aim to equip them with tools needed to successfully navigate their way through school. The member of staff present provides students with work and is there to ensure the space remains a calm and respectful place of study.

To help you to keep this space focused, every student must hand in their phone on entry.

## **The Re-set Room**

The reset room is a safe and calming environment for students to visit throughout the school day when they are unsettled and, or in need of pastoral support. Students may use the reset room for a short amount of time at any point during the day, with an aim to support them back into the classroom and in a more settled frame of mind. The member of staff present will provide the student with a timer and a supportive space to process and regulate. We use a five - ten minute policy with an allowance for longer at the discretion of the member of staff/pastoral team, and or the circumstances revolving around the student.

## **Support and Monitoring**

### **Monitoring Behaviour**

Student's Attitude to School and Attitude to Learning will be monitored through the 'Progress Reports'. It may be necessary for students to be put on report to monitor their conduct:

- Punctuality Report (White)
- Tutor Report (White)
- Head of Year Report (White)
- Stage 1 Report (Yellow)
- Stage 2 Report (Blue)
- Stage 3 Report (Green)

A student's Head of Year will want to see them daily to check that they are making improvements and that the number of RTL2/RTL3s is going down. If their behaviour does not improve they will be placed on a Behaviour Stage.

### **Behaviour stages**

All referrals, detentions, isolations and exclusions will be recorded and parents informed. If a student receives a number of sanctions then they will be put on a Behaviour Stage, which means that there are concerns about their behaviour which the governors of the school and the Local Authority need to know about. If a student is on any of these stages it is a serious matter. There will have to be meetings with parents/carers and they may be placed on report. There will be support offered by a number of key staff at all stages. Students are placed on report as a supportive tool to help change behaviour for the better. The stages are as follows:

- Tutor report
- Cause for Concern (Head of Year Report)
- Stage 1  
On a Stage 1 the student will be set targets to be met within eight weeks. These targets will be aimed at improving behaviour and the Head of Year will see the student once a week. If behaviour does not improve the student will either go on to a Stage 2 or the time on a Stage 1 will be extended. Behaviour will be monitored through a Report Card.
- Stage 2  
On a Stage 2 the student will be set targets and expected to meet them within eight weeks. The student will be seen by their Head of Year and a member of Behaviour Support each week. If behaviour does not improve the student will either go on to a Stage 3 or their time on a Stage 2 will be extended. Behaviour will be monitored through a Report Card. Failure to respond to support put in place on a Stage 2 will mean that the student could face a Governors' Disciplinary Panel prior to moving to a Stage 3.
- Stage 3  
If a student is on a Stage 3 they will be required to have fortnightly meetings with parents/carers and

Head of Year. The student will be on a Pastoral Support Programme which is aimed at assisting an improvement of behaviour. This lasts for twelve weeks. If at the end of this time there is not a satisfactory improvement, the time on the Stage 3 could be extended, the student could be Permanently Excluded. Behaviour will be monitored through a Report Card and reports from teachers to the Head of Year.

- Permanent exclusion (see previous)

If a student is placed on a Stage 1, 2 or 3 they may be required to hand their phone in at the beginning of each day.

### **Behaviour Support**

We work in partnership with other secondary schools in Bath and the Specialist Behaviour Service of the Local Authority to help young people who are in danger of being excluded from school. We have a range of options which include asking for behaviour support to arranging 'Managed moves' to Off-site direction. An Off-site direction is when a governing board of a school requires a pupil to attend somewhere off-site to receive education that is intended to improve their behaviour. Where a student who is on the verge of being excluded may have a fresh start in another school. This system has led to a big reduction in the number of exclusions.

If a student joins Saint Gregory's on a Managed Move from another school they may be placed on a Review Card so that pastoral staff can monitor their behaviour in the school.

### **Directing a Child's Education**

Under the Education (Educational Provision for Improving Behaviour) Regulations January 2013 Governing Bodies of Maintained schools have the power to direct the education of a student to Alternative Provision for the purpose of improving behaviour. The Headteacher may ask the Governing Body Disciplinary Committee to direct education to another school if a student's behaviour has not improved over a period of time or for a one off incident. The purpose of this is to help students to learn to work well with staff and other students.

### **Malicious Allegations**

If a student makes a false and malicious accusation against a member of staff or another student it is a very serious matter and the student may have broken a number of the school rules. If this were to happen an appropriate sanction would be given which could include either a Suspension or a Permanent Exclusion.

### **Student Voice**

At Saint Gregory's student voice will be listened to and will be taken seriously. Student views about what is going well and what could be better about the school will be gathered together by Tutor Reps and then taken to the School Senate. All students have a say in making Saint Gregory's an excellent school but this should always be in a respectful and a sensible manner. We will work together to ensure that Saint Gregory's remains an outstanding school where students flourish.

### **Monitoring, Review and Evaluation**

The impact and effectiveness of this policy will be reviewed annually through the Governors' Christian Vision Committee. This policy should be read in conjunction with Governor's Policies on:

Anti-bullying  
Attendance

Disciplinary Procedures  
Education for Personal Relationships  
Equalities  
Home-School Agreement Form  
Mission Statement/School Creed  
Race Equality  
Special Needs

## APPENDIX 1

### Saint Gregory's, Bath

#### CODE OF CONDUCT FOR STUDENTS WHO USE HOME TO SCHOOL TRANSPORT

We want you and all other passengers to stay safe and travel in comfort.

The school and parents or carers will be alerted if you do not keep to this code and we will withdraw your transport assistance if breaches are reported to us.

##### 1. Your bus pass

- Carry your bus pass with you whenever you travel to and from school.
- Show your pass to the bus driver on every journey. If it cannot be produced then the driver may refuse transport.
- Only use your pass to travel on the route that has been approved.
- Do not use anyone else's pass or allow another person to use yours. This is a criminal offence and a bus operator may choose to take action against you.

##### 2. Your pick-up point

- You are responsible for getting to your bus's pick up point.
- Arrive at the pick-up point before your bus is due. The bus will run to a timetable and will not wait if you are late.
- If a bus is late, be prepared to wait at the pick-up point for 20 minutes but no longer. Agree with your parents what to do if the bus does not arrive (e.g. return home or go to a friend's house to organise alternative transport).

##### 3. Keeping safe when getting on and off the bus

- Queue sensibly, well away from the edge of the road.
- Allow passengers leaving the bus to get off before you try getting on.
- Get on and off the bus in an orderly way so you do not hurt yourself or other passengers.
- If you need to cross the road once you have left the bus, make sure the bus has been driven away so you can see other vehicles and their drivers can see you.

##### 4. On the bus

- Stay in your seat once you are on the bus and always use the seatbelt if one is provided.
- Do not speak to or distract the driver unless there is an emergency.
- Do not stand in front of the driver on the stairwell.
- Do not use emergency exits or doors unless the driver instructs you to, or if there is a genuine emergency.
- Do not eat, drink or smoke (including vaping) on the bus.
- Foul, abusive language and bullying will not be tolerated.
- Do not carry real or replica weapons.
- Do not throw items or damage the inside or outside of the bus. If damage is caused the police will be contacted and you will be liable for repair costs.
- If the bus breaks down or is involved in an accident, follow the driver's instructions. Do not leave the area unless given specific approval by the driver.

You need to be aware that many bus operators monitor the behaviour of passengers using CCTV. CCTV footage will be used as evidence if drivers or passengers are hurt or the bus damaged.

If you breach any of the points within this Code of Conduct, the school has the right to apply appropriate sanctions.



## **HOME TO SCHOOL TRANSPORT - SANCTIONS**

From time to time it is necessary to impose sanctions on students who fail to conform to an acceptable standard of behaviour on transport from home to school.

We believe that a parent or carer must take responsibility for their children's behaviour on the way to and from school. It is their duty to ensure that their children understand why it is essential to behave properly in the transport provided.

Students must understand themselves that poor behaviour, especially that which puts at risk the safety of any other child, driver or road user will lead to a ban on use of the transport provided, and the responsibility of transporting their child to school will transfer to them.

In return, we will ensure that contracts are monitored to ensure compliance with the law and the contract offered. We will investigate any complaint received from any other party, and be seen to act against anyone who contravenes the policies and agreements entered into.

We will do all we can to ensure operators do not refuse to carry children and young people entitled to transport without having discussed the issues and any proposed action with a senior member of staff or Head of Year at the school.

As part of its commitment to providing a safe environment for the transport of children and young people to and from school, we have determined a procedure for dealing with cases of poor behaviour reported to us, and have adopted the following list of sanctions that are likely to be applied in certain circumstances. This is not an exhaustive list, nor is it a definitive statement that in every case the sanction indicated will be applied regardless of other circumstances. Each case will be considered on its individual merits, but if it is proposed to vary from the examples given, consultation will take place with the school and operator concerned.

### **TARIFF**

The tariff operates throughout the academic year. Each September there is the opportunity to start afresh. Students receive a one-day ban. If there is no improvement, or if the matter is serious the ban will be for a week. If, in spite of efforts to address the behaviour of the student there is no improvement, a permanent ban will be implemented (i.e. to the end of July).

#### **One Day Ban**

- Failing to remain in a seat
- Throwing items around the bus or coach
- Annoying or pestering other students
- Shouting and swearing
- Disobeying an instruction from the driver or any teacher on duty
- Eating and drinking on the bus
- Failure to show a valid home to school bus pass
- Leaving rubbish on the bus\*
- Sticking chewing gum on seats\*

\* The students responsible may also be required to clean up any mess that may be caused.

#### **One Week Ban**

- Any repeat of an offence referred to above that resulted in a one-day ban.
- Misuse of a home to school bus pass such as passing back to another person to use or applying for a replacement pass to enable a third party to travel.
- Misuse of the bell.
- Shouting and swearing at driver, or in the case of commercial routes, any other fare paying passenger.
- Smoking or vaping.
- Lack of consideration to other fare paying passengers on commercial routes.
- Misuse of emergency exit.
- Misuse of main entrance door.

- Fighting.
- Bullying.
- Specific and unnecessary distraction of driver.
- Running around vehicle.
- Throwing of objects inside or outside vehicle.

#### **One Month Ban**

- Any repeat of an offence referred to above that resulted in a one-week ban.
- Misuse of an emergency exit.
- Bullying.
- Specifically distracting the driver.
- Running around.
- Throwing objects inside/outside vehicle.

#### **One Term Ban**

- Second offence of any of the points outlined in the one month ban category.

#### **Permanent Ban**

- Repeat offences of any of the above
- Damage to vehicle, graffiti, vandalism, etc.\*
- Assault on the driver or other fare paying passenger on commercial routes.\*\*
- Possession of drugs and/or drug paraphernalia in and offensive weapons, including replicas. \*\*

\* The operator may also require compensation for any damage caused. Such an offence may also lead to the matter being reported to the Police.

\*\* This is a criminal offence and will lead to the matter being reported to the Police

The tariffs listed are not exhaustive and there may be other circumstances in which behaviour is deemed to be unacceptable and the school reserve the right to apply an appropriate sanction in such situations.

Students who are on a 'Permanent Ban' will be reviewed by the Director of Pastoral Care and Head of Year in July. If they and bus operators are satisfied that there is no risk to the driver or other students, they may be permitted back onto the bus service in the new school year (i.e. September). There will be no one day or one week bans in this circumstance and if a student breaches the Bus Code in this situation, they will not be permitted to travel on the bus again.

#### **Bus Company Policies**

The Bus Companies have a duty to ensure that there is a good social environment on the bus. Where they have a published policy they may apply this and refuse to carry a child on a bus where there are concerns about the health and safety of the driver and/or other students. This may be applied at short notice and the school is not responsible for the decisions of the bus company.