



## Cardinal Griffin Catholic College

### Policy on Behaviour – Behaviour Principles written statement

Reference: CGCCPOL060

#### Statement of Intent and purpose

Correct behaviour for learning is paramount. An orderly and well behaved learning community is more likely to be effective; and the pastoral care of pupils depends on effective management of pupil behaviour. Establishing a framework for the management of behaviour is therefore an essential requirement of facilitating both good learning and pastoral support for pupils. Consistency in the application of the principles is also essential in ensuring pupils appreciate the principles of justice which are fundamental to British values.

#### Introduction

This policy arises from the annual review. Teaching staff, pupils, parents and governors were consulted.

#### Vision

As with all College policies, this policy should be read in conjunction with the College Mission Statement. It incorporates both pastoral care and discipline because in the Christian model the two are inextricably linked. The principles underpinning the policy are the same as those that inform the Mission Statement.

St Ignatius sets out, in barely a single sentence, the twofold aim of Jesuit education: "improvement in living and learning" for the greater glory of God and the common good. (Constitutions n.440)

#### Principles

It is difficult to summarise the rich and comprehensive document which articulates the distinctive nature of Jesuit schools, *The Characteristics of Jesuit Education* (1986). The five headings chosen here are intended to highlight some of the key features of our identity and mission:

- Intellectual Formation  
Promoting academic excellence and human competence.
- Magis Curriculum  
" Finding God in all things" through education and formation of the whole person.
- Religious Formation  
Nourishing the spirit and forming 'men and women for others.'



- Pastoral Care  
“Our way of proceeding” is by going the extra mile for those in need of care and encouragement.
- Perspectives and Horizons  
Standing at the margins, looking to the horizon.

This college believes that where pastoral care of pupils is based on these values, good discipline is the corollary. Where discipline is poor, pastoral care is poor. The college defines good discipline in terms of the following characteristics.

- Pupil demeanour in all parts of the college and throughout all activities is calm, considerate and constructive.
- All members of the college community show respect and concern for others.

The college seeks to ensure good pastoral care of all members of its community through ensuring that:

- They feel secure and valued.
- They have a sense of purpose.
- They feel respected and trusted.
- People can trust each other.

The college acknowledges that all members of our community have both rights and responsibilities.

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his policy identifies these and is designed to protect rights and allocate responsibilities.

### **Governors' Role**

Governors attach great importance to these principles. They seek to ensure that they are implemented through:

- Discussion with parents and prospective pupils prior to admission.
- The Home-College agreement.
- The acceptance by every member of the community that he/she has a pastoral responsibility and, in the case of staff, a professional responsibility for ensuring that these principles are put into practice.
- The publication of the College's Behavioural Policy which should be accessible to all.
- An understanding that where members of the community do not support these principles then the community suffers. Governors have a responsibility to all members of our community and must ensure that, where necessary, intervention takes place.



## Provision of Pastoral Care

All pupils are within the care of their Head of House who are themselves responsible to the Assistant Headteacher. The role of the House, its Head, the House Mentor and the Assistant Headteacher is of primary importance. For many pupils, College is where they are at their safest and most secure. For some, the House is in the best family experience they will encounter. Staff are “in loco parentis” and awareness of this should inform all interaction with pupils. A good parent will provide love, stability, encouragement, comfort, support and a listening ear. When a child goes wrong, the good parent challenges, questions and helps the child get back on course.

Staff provide stability and guidance through the (a) Day Book (b) School Information Management System and (c) day to day interaction. The Day Book is the primary organ of communication between home and college. Pupils need to be shown how to put it to best use and challenged when they do not. Pupil behaviour and achievement points can be a positive acknowledgement of success, giving the teacher/House Mentor an opportunity to affirm pupils.

The issuing of behaviour points may well trigger or provide valuable evidence for the SEND Code of Practice.

The receipt of behavioural points is an opportunity to encourage pupils to reflect on their actions, the consequences of their actions and to draw conclusions and make resolutions. Positive and high quality day to day interaction between staff and pupil is essential. Pupils value it and thrive on it, growing into mature, responsible adults by virtue of the examples they are set.

At a higher level, the college is committed to drawing on the assistance and guidance of the primary schools and the Catholic parishes and their priests to ensure continuity of care for pupils. The college has and will continue to have links with the following agencies, all of which provide support in caring for pupils:

- Augustine Behavioural Support Centre
- Social Services – Families First
- CAMHS - Child and Adolescent Mental Health Services
- College Nurse
- Behavioural Support Service
- The College Inclusion Officer
- NSPCC - National Society for the Prevention of Cruelty to Children
- The District Inclusion Panel
- Local Support Team – EWW (educational Welfare Worker) – Parent Support Worker – Family Support Worker



Wherever possible, a college representative will attend case conferences involving pupils in its care.

### **Disciplinary Intervention**

Disciplinary intervention is essential when a member of the community acts in a way that is contrary to the College's Behaviour Policy. All disciplinary intervention should be consistent with the principles defined in this policy and in the Mission Statement.

The purpose of intervention is to:

- Make pupils aware of the unacceptable nature of their actions.
- The effect these actions have on others - individually or communally.
- Enable pupils to acknowledge their faults.
- Achieve reconciliation.
- Establish a way forward for the pupil. In extreme cases in which permanent exclusion is the recommended sanction, the way forward will include a transfer of school.

Disciplinary intervention should be consistent, persistent, insistent, fair, appropriate, and in accordance with the procedures set out in the management document that accompanies this policy.

### **The Behaviour Policy**

The Behaviour Policy defines our expectations of pupils and each other. It enables the college to work towards a realisation of the vision and principles that inform this policy.