

Behaviour & Learning Policy

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Aims and Ethos

In setting our Behaviour for Learning policy, the Governors and leaders of the school are establishing our expectations of the ways members of the school community act throughout their time at the school.

St Benedict's Catholic School aims to instil in our students, an ethos for learning that maximises the opportunities available regardless of their abilities, social or ethnic background, gender or religion. We work to create a secure learning environment that enables students to achieve their full potential in an atmosphere of mutual respect and academic challenge.

Good behaviour is at the heart of a productive learning environment and this, along with the need to keep all members of the school community safe, is the reason that we have rules that guide our students.

All students are expected to behave in a way which shows thought for all other members of the school and the wider community. We show care, courtesy and consideration for others; relationships are based on mutual respect and tolerance and we aim to preserve an environment where everybody feels safe and confident.

In addition to good behaviour towards each other and respect for the school environment, we also expect our students to behave in a way that shows they are in the correct frame of mind to work in lessons – this is our “Ready to Learn” culture. Everybody has a right to a safe, happy and productive day and negative or disrespectful behaviour in lessons can detract from learning for the rest of the students in a group.

Working as a school on our own, does not guarantee successful outcomes, which is why we encourage the links we have with parents. When sanctions are implemented for undesirable or unacceptable behaviour, it is vital that we have the understanding and support of parents. We aim to provide information for parents when appropriate, in order to share the responsibility of keeping their children within our acceptable guidelines.

We follow DfE advice (Behaviour and Discipline in Schools; DfE Jan 2016) with respect to this policy, specifically regarding where this policy has effect. This therefore covers:

- When the student is on the school site
- When the student is travelling to and from school
- When the student is on school business, such as on school trips and visits
- When the student is using social media and other technologies (and bringing the school into disrepute)

Achievements

Celebrating and acknowledging students' efforts in school and the classroom is valued at St-Benedict's. It is important to acknowledge students' academic performance and effort in working to their best ability. As well as celebrating students' personal qualities that reflect the school values.

Students achievements will be acknowledged in a number of ways which links directly to the school's House System. Through the four Houses students will be awarded House points for engagement, Service, participation and achievements. Students will earn points for their House and as an individual. Please refer to the HOUSE page on the school website for further information.

Other ways students' efforts will be celebrated will be as follows:

- Verbal Praise
- Postcards home from staff
- Celebration assemblies
- Displayed pieces of work
- Stars of the Week (Hot chocolate/afternoon tea Fridays)

Student Support Systems

We recognise that not all students are equally prepared for an atmosphere of readiness to learn and good behaviour. We work hard to support these students and have a range of staff within the school, who are available to help them work towards acceptable behaviour and a correct mind-set for work.

Form tutors

Form tutors are often the people who know the students best as they see them every day and have the opportunity to build strong relationships over a period months and years. The tutor is the person who establishes the correct ethos each morning and has the chance to understand any issues that have arisen concerning their tutees. In addition to checking for correct equipment each day, uniform matters will be corrected or the student will be referred for further sanctions. The tutor will also pass on information that has come to them regarding behaviour matters that have occurred at other times through the school day. They will be able to counsel their tutee in an informal way, in order to prevent future incidents. The tutor will meet regularly with the Head of Year to discuss matters concerning the students in their tutor group. If necessary, tutors can impose detentions and refer to the Head of Year for further sanctions. Tutors should be the first point of contact and will send correspondence on issues such as uniform.

Head of Year

The Head of Year has an academic and pastoral monitoring role for all of the students in their year group. This enables them to work with form tutors as well as subject teachers and have an overview of issues that are arising and intervene where necessary. The Head of Year has a range of resources to use when trying to address behavioural or motivational issues including report cards, Pastoral Support Frameworks, target setting and putting mentors or counselling into place. Detention referrals can be made by the Head of Year and they can also place students into Isolation. Crucially, the Head of Year is a key point of contact for parents and will often hold meetings in order to move issues forward productively, or liaise with outside agencies who may offer further support. The Head of Year will meet with the Assistant Headteacher – Inclusion (AHT-I) regularly to discuss cases of concern and to plan strategically on behaviour matters.

Pastoral Support Staff

There are Pastoral Support workers who are attached to year groups and work to support the Head of Year and the students in these year groups. These support staff are able to refer issues to the Head of Year and in cooperation with the Head of Year, put in place intervention to assist with behaviour and guidance in school. The Pastoral Support workers will also oversee Isolation at key times, including lunchtimes and collect students for detentions when appropriate.

Assistant Headteacher - Inclusion (AHT-I)

The AHT-I is the member of SLT who is responsible for the implementation of the Behaviour for Learning policy. The AHT-I deals with matters of more serious behavioural infringement referred from

Heads of Year or Heads of Department. They are also responsible for the staffing of the Isolation Room, referrals into this room and the rules therein. Incidents which are prejudice-related, are overseen by the AHT-I who coordinates their reporting to the Local Authority.

Sanctions

Statutory advice (Behaviour and Discipline in Schools; DfE Jan 2016) makes it clear that:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instruction (Section 91 of the Education and Inspections Act 2006)
- This power also applies to all paid staff who have responsibility for students, including Learning Support Assistants
- Teachers can discipline students at any time the students are in school or elsewhere under the charge of a teacher, including school trips.
- Teachers have a specific legal power to impose detentions outside school hours.
- Teachers can confiscate students' property.

It is always our aim to encourage positive behaviour rather than discipline poor behaviour, however at time the need to do so arises. Common sanctions include:

- Verbal reprimands/reminders of correct behaviour
- Communication with home
- Confiscation of items
- Being placed on a report card

On occasions, more serious sanctions are required. Sanctions that we use, as supported by statutory guidance (Behaviour and Discipline in school; DfE Feb 2016) include:

Break and lunch detentions

If low level behaviour arises in classrooms or around the school during social times, a reminder of the expected behaviour is given. If this re-occurs, a short break or lunch detention is appropriate. This will be held by the class teacher, or by a Head of Year or a member of the Pastoral Support team if at a social time.

After School Detentions

If a student has not corrected their behaviour after warning, or has committed a more serious misdemeanour, including being removed from a lesson for misbehaviour, they will be issued an After School Detention. These run on Tuesday and Thursday evenings, from 3.45pm to 4.45 pm and are manned by Heads of Department and Heads of Year. The first 10 minutes will be used for restorative conversations with class teacher when possible supervised by a member of SLT. We will inform parents if their child has been issued with an After School Detention by email, text, or phone with the day and date of the After School Detention.

Senior Leadership Team (SLT) Detentions

If a student has not attended an afterschool detention with the Head of Department and Heads of Year, they will be passed on to the SLT for a detention on a Friday evening. These detentions run from 3.45pm-5:15pm.

Uniform Detentions

Maintaining a well presented student body is important. Members of SLT will man a Uniform Detention each day for students who are wearing incorrect items of uniform. A uniform green card will be issued to the student and should be kept on their person for any further queries. Additionally, communication will be made home via email from the form tutor. Uniform detentions will be repeated until the incorrect item of uniform is replaced. The detention will take place between 12:40 to 13:00 each day in Room G5. Persistent non-compliance with the uniform dress code may result in a student being placed in isolation till the uniform is corrected. If there is an issue with your child's uniform please send a note/letter stating a short term date this will be resolved. If you have any difficulties meeting the school guidelines please contact your child's Tutor/Head of Year

Isolation Room

The Isolation Room is manned for each session of the school day. Placing a student into Isolation would come as a result of an incident that requires a more serious sanction than an After School Detention or when a student is unable to remain in a lesson without causing continued disruption. Heads of Year and members of the SLT can place students into Isolation. Parents will be informed by Heads of Year. Whilst in Isolation, students follow the strict guidelines in place. This includes working in silence, handing in their phone and taking a lunch time that is different to the rest of the school. Misbehaviour in the Isolation Room will be taken very seriously and may lead to a Fixed Term Exclusion. On Occasion students may be placed in isolation while incidents are being investigated.

In addition planned isolation for a day or sequence of lessons students will be placed into Sixth Form lessons or SLT office. They will be given their subjects classwork which they will be expected to complete.

Incidents are investigated on an individual basis and decisions and outcomes depends on the severity of the incidents. Examples of behaviour that may result in being placed in isolation may include: (but not exclusively).

- A number of warn, move and removes in a short space of time.
- Physical conflict with another student
- Acts of bullying or abuse towards another student (racist, verbally, Social media, internet) with witness support.
- Acts of defiance or rudeness to members of staff.
- Theft of property

Right to Search

Students safety is the school's highest priority. The guidance for the DFE Power to search without consent for "prohibited items including, knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Teachers will use this policy if concerned. Any banned substances will be confiscated and destroyed in the case of Alcohol, Tobacco, Cigarettes, and Vapours. Any confiscated items where appropriate will be passed on to the police and appropriate sanctions applied.

Use targeted approaches to meet the needs of individuals.

For those pupils who need more intensive support with their behaviour, a personalised approach is recommended. If a pattern of removals from lessons for behaviour become apparent individual interventions will be put in place.

If the removals are subject specific then the Head of Department will intervene with a restorative meeting with student, parent/carer and class teacher where appropriate. Behaviour strategies may be identified and shared and monitoring systems such as report card put in place. The restorative forms by students will be used for discussion in those meetings.

If removals are across subjects then the students Head of Year will intervene with restorative meetings with student, parent/carer where appropriate. Behaviour strategies may be identified and shared with all classroom staff. Monitoring systems such as report card put in place. A staff mentor may be used for a specific period of time. The reflection forms by students will be used for discussion in those meetings.

The stages of individual support are in place to give students every opportunity to be successful at St Benedict's. If a student progresses through the stages without meeting their targets then the without meeting their targets then the eventuality

See appendix 2: Behaviour: Individual Support Polices

Fixed term Exclusions

Fixed Term Exclusions (exclusions for a defined time) are for serious breaches of behaviour expectations. If a student has persistently misbehaved or been defiant over a period of time or has committed a more serious misdemeanour, such as (but not exclusively):

- Violent and intentional abuse against staff or students, which results in extreme physical contact or serious injury (first aid or hospitalisation required)
- Striking out against staff.
- Sustained Defiance
- Bullying or abusing another student (Physical, Verbally, Social media, Internet)
- Threatening behaviour towards another student (Physical, Verbally, Social media and Internet)
- Repeated racist/sexist/prejudicial remarks
- Theft of property.
- Abuse of dangerous chemicals or equipment.
- Behaviour on journey to or from School that brings the good name of the School into disrepute. This includes behaviour on buses, on roads and in shops. Walking out of school without permission
- Verbal or physical harassment/abuse
- Verbal or physical sexual harassment/abuse.
- Bringing alcohol into school or coming into school under the influence of alcohol.

- Bringing drugs into school or coming into school under the influence of drugs.

The Headteacher may choose to make a Fixed Term Exclusion. This can be for a period of days, in relation to the misdemeanour or increasing in line with previous Fixed Term Exclusions where no improvement of behaviour had been evident. Following a Fixed Term Exclusion, the student will have to attend a reintegration meeting with the AHT-I (or another member of the SLT) and the Head of Year.

FTE Procedure

The school (usually through the Head of Year) will inform parents immediately by telephone, giving basic information, the reason for exclusion and the number of days of exclusion; A letter will be sent to parents as soon as possible and should include the following information:

- The length of the exclusion;
- Reason(s) for the exclusion;
- Parents right to make representations to the Governors' Discipline Committee;
- The name of the person they should contact to make representations; • Arrangements of setting and marking work (if appropriate);
- Where appropriate the Headteacher/Deputy Head/AHT-1, Head of Year, will meet with parents before the pupil returns to school to discuss reintegration and any further strategies and positive support which may be appropriate; After re-integration the pupil will be placed on report for a week, which will be monitored by the Head of Year.

Permanent Exclusions

Permanent exclusions are very rare, but in serious circumstances, DfE guidelines state that "permanent exclusion should be considered for serious breaches of the behaviour policy, where a pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school".

The decision to exclude a pupil permanently is a very serious one. There are two main types of situation in which a permanent exclusion may be considered:

The first is a final, formal step in a concerted and prolonged process for dealing with disciplinary offences, following the use of a wide range of other strategies, which have been without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

A Permanent Exclusion may be imposed when the number of Fixed Term Exclusion days has reached 15 in any given term or for the following misdemeanours:

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual assault or abuse;
- Supplying/Intent to supply an illegal drug;
- Bringing an offensive weapon into school e.g. knives;
- Arson;

- Deliberate and conscious violence. (Offensive weapons are defined in the Prevention of Crimes Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him/her for such use by him/her).

The school will always consider police involvement for any of the above offences.

These examples are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline, safety and well-being of pupils and staff of the school. Unforeseen situations may also be included in this sanction, as with all others; this means that any act not listed which is considered to be against the welfare, safety or ethos of the school and its community.

Permanent exclusion letter should contain:

- The fact it is a permanent exclusion, and the date it takes effect;
- The reasons for the exclusion;
- The parents’ right to make representations about the exclusion, and their right of appeal to the Governing Body;
- The person whom the parent should contact if they wish to make such representations (the Clerk to the Governing Body).

Letters should also mention:

- The latest date by which the Governing Body must meet to consider the circumstances in which the pupil was excluded;
- The arrangements made for setting and marking work. (It is the parents’ responsibility to ensure that work sent home is completed and returned to school).
- The name and telephone number of the Local Authority Officer who can provide advice.

In Year Fair Access Panel (IYFAP)

In Suffolk, schools are invited to be members of the In Year Fair Access Panel (IYFAP). This board meets monthly to discuss various issues, one of which being the movement of students to the most suitable educational setting, if they are in danger of permanent exclusion or in need of alternative provision. The AHT-I is the school’s representative on this board, and we make use of this meeting if we perceive that a student is not making appropriate changes to their behaviour and they are getting increasingly close to permanent exclusion. These changes are usually made on a “Managed Move” basis, and involve a trial period of 6 weeks.

Grouping of Misdemeanours

The following grouping is purely indicative of the likely sanction. This does not take into account previous incidents that have taken place that may affect the subsequent sanction, and the school reserves the right to sanction as it deems fit, fair and appropriate at the time and in individual circumstances. Unforeseen misdemeanours which are not listed, would be considered by the school and sanctioned accordingly.

In lessons: Warn, Move, Remove

Good behaviour in lessons, is a key part of learning for individuals and for the whole class. Poor behaviour from one student, can impede the learning for a large number of students. Therefore we

work on this system, whereby if a student is misbehaving, they are issued with a verbal warning – Warn - If this behaviour continues, they are moved within the classroom – Move. If it still continues, in order for the class' learning not to be affected, they are removed to Isolation. If placed in Isolation, an after school detention is issued for the following Tuesday or Thursday.

A teacher may request assistance from SLT via yellow card notification. A member of SLT will attend the class to either join the teacher for a discussion to resolve the issue or cover the class while the class teacher speak to the student outside.

When appropriate the student will return to the class teacher to organise a restorative conversation and the After School Detention will be reduced to a lunch time detention the next day. This is dependent on the reason for removal and emotional level of the student.

See Appendix 1: Warn, Move and Remove Policy

Exemplars of misdemeanours that would result in the warn, move, remove system being triggered:

- Purposely ignoring repeated instructions.
- Talking when asked to be quiet.
- Moving out of seat when not instructed.
- Inappropriate language
- Answering back teacher (cheek or rudeness).

Restorative Practice

Relationships based on mutual respect are essential in school between Teacher and student. When the warn, move and remove policy has been applied then a restorative conversation over the incident will enable proactive conversation between student and teacher. This approach is best practice in maintaining teacher and student relationship and reduces the likelihood of the incident not repeating.

When students are placed in isolation, they will be given a reflective form which will be used in the restorative conversations. The questions will be as follows:

- What Happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Class Teacher Lunch or break time Detention.

Class teachers can issue break or lunch time detentions to support their classroom management and expectations. No parental consent is necessary. Staff setting the detention must ensure that students are supervised for the duration of the detention allow sufficient time for students to eat their lunch. Any medical needs must also be taking into consideration.

Exemplars of misdemeanours that may result in a break time or Lunch time detention.

- Incomplete homework without good reason.
- Late for lessons with no acceptable reason.
- Repeated lack of equipment to lessons.
- Answering back teacher (cheek or rudeness).
- Chewing, i.e., gum.
- Lack of effort during lesson.

After-school Detentions

These take place normally, from Tuesday and Thursday nights.

In addition to being removed in the “warn, move remove” system, the following may also result in an afterschool detention.

- Audibly swearing in class or in the corridors
- Serious misdemeanours during break/lunch time which is not safe or respectful to the school ethos.
- Walking out of lesson without permission or without a Time Out Card
- Physical contact that results/could result in minor injury
- Communicating in writing or speech with intention to humiliate and/or intimidate.
- Graffiti of furniture and/or buildings and similar.
- Truancy.
- Smoking on school property or in school uniform offsite and being in the presence of those smoking.

SLT after school detention

The failure to attend an after school detention will automatically result in an SLT After School Detention.

SLT After School Detentions may also be issued for any incident where the AHT-1/SLT consider as an alternative to isolation or fixed term exclusion.



Behaviour & Learning Policy

Owned by: P Taylor (Assistant Headteacher)

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