

St Benedict's Catholic School

BEHAVIOUR FOR LEARNING POLICY

SCOPE

St Benedict's Behaviour for Learning Policy was previously introduced in 2019/20 with relationships at the heart of the policy. The Coronavirus Pandemic affected the learning and relationships of our students for two significant periods of time. During 2019/20 and 2020/21 our behaviour and learning policy was affected by the government led measures for learning during the pandemic. Our students were resilient, never stopped learning and continued as St Benedict's community. This policy in essence should be familiar to students and create a positive culture within school for learning and behaviour.

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.

Our behaviour for learning system based on the principle that, once students know the expectations and consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and clear consequences if they stray beyond them. Clear boundaries are completely compatible with a caring and happy atmosphere.

Clear communication of the school behaviour for learning expectations and consequences are essential in allowing students to make the right choices. Therefore, all staff are responsible for promoting and consistently applying our policy. Expectations to be communicated and reinforced through tutor periods, assemblies, newsletters and communication home to parents and careers.

Robust Kindness

One of the most important parts of what we teach is how we relate to other people. They learn from this how staff engage with students, how they engage with one another and how they see staff engage with one another. Robust kindness is not soft, not weak, not temporary. It is felt, consistent present and active in school life. Kindness is the default at St Benedict's and is consistent with the Catholic faith and St Benedict's rule.

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

Rewards

Rationale

We wish the rewards and behaviour policy to have a more positive focus. Whilst poor behaviour will be consistently challenged and will be dealt with appropriately. We want to focus on what students are getting right, highlighting the good. We want to link the rewards to the vision of the school.

At St Benedict's we believe that encouragement and praise is central to the promotion of high standards of behaviour; rewards are an integral means of achieving this. We believe that rewarding students makes them feel valued, builds confidence, and motivates aspirations to achieve their potential. In addition, rewarding good behaviour enables students to realise that desirable behaviour, self-discipline, resilience and responsibility to self and others is highly valued in our community.

A positive rewards system will encourage an ethos where all types of achievements, whether they be academic, sporting, creative social etc. are openly valued recognised and valued by the whole school community.

Students' achievements will also be acknowledged in a number of ways:

- House points
- Verbal Praise
- Positive notes home from staff
- Celebration assemblies
- Displayed pieces of work
- Afternoon tea with Head Teacher

All students will be able to work towards achieving St Benedict's award. This award is student focussed who will have to positively engage with school life and extracurricular enrichment activities. The Awards focus on promoting academic and good citizenship qualities. The Awards consist of Bronze, silver, gold, and platinum ladder in which students can progress and be individually rewarded.

Students will have the opportunity to work towards the St-benedict's Award each academic year.

Bronze Award Criteria
<ul style="list-style-type: none"> • Attend 20 extracurricular Activities • Receive 50 Achievement points • Perform active worship during tutor time • Reading challenge (read two books form LRC or subject book list and complete book review) • Attend 1 carers event
Silver Award Criteria
<ul style="list-style-type: none"> • Attend 40 extracurricular Activities/revision Sessions • Receive 100 Achievement points • Perform 5 acts of service (during school time) e.g., Support school open evening, litter pick. • Reading challenge (read four books form LRC or subject book list and complete book/Literature review) • Attend 2 Carers events • Receive a positive postcard home from a teacher
Gold Award Criteria
<ul style="list-style-type: none"> • Attend 60 extracurricular Activities/revision Sessions • Receive 150 Achievement points • Perform 8 hours of service to your local community • Reading challenge (read six books form LRC or subject book list and complete book/Literature review) • Attend 3 Carers events • Receive a subject commendation award • Contribute to the school newsletter
Bronze Award Rewards
<ul style="list-style-type: none"> • Bronze Certificate presented in year assembly • Bronze pin badge • 3 days lunch queue jumper pass
Silver Award Rewards
<ul style="list-style-type: none"> • Silver Certificate presented in Head of Year Assembly • Silver pin badge • 5 days Lunch queue jumper pass • 1 x non uniform day
Gold Award Rewards
<ul style="list-style-type: none"> • Gold certificate announced in whole school assembly and presented by Head Teacher (Friday afternoon tea) • Gold Tie pin • St benedict's Pen • Invitation to rewards trip at end of the academic year (50% of trip cost paid by school) • 5 days Lunch que jumper pass • 2 x non uniform day

All students will be given a bronze evidence card on the first day of the Autumn term and will need to use this to get each criteria signed off by the relevant member of staff including their tutor.

House point targets will be achievable for students. Teachers have an aspirational target of 5 House points per day, which equals the lessons in a day.

Explanation of a House Point

Students will be issued House points when their behaviour and effort reflect our school values of compassion, resilience, and wisdom. An example of compassion could be (but not exclusively) supporting another student. An example of resilience could be (but not exclusively) for engaging a challenging classwork, not giving up in class. An example of wisdom (but not exclusively) for producing an excellent piece of classwork or homework.

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 see their tutees twice everyday which provides the opportunity to build strong relationships over a period of months and years. Our tutors are the person who establishes the correct ethos each morning and has the chance to understand any issues that have arisen concerning their tutees. Tutors will check that students are prepared for their day including uniform and equipment. They will meet regularly with the Senior Progress Leader to highlight positives and any student of concern within their tutor group. Tutors will informally mentor students and monitor their achievements, progress toward St Benedict's Awards and behaviour points tutees received.

Tutors should be the first point of contact for parents.

Senior Progress Leader (SPL)

The Senior Progress Leader (SPL) has an academic and pastoral responsibility for all the students in their year group. They work closely with form tutors and Head Departments to ensure students are developing socially in line with the school ethos, as well as achieving their potential academically. The SPL has a range of resources to use when trying to address behavioural or motivational issues including report cards, pastoral support frameworks, attitude to learning interventions, target setting, mentors, or counselling. SPL can place students in detentions or isolation for failing to meet behaviour expectations in school.

Crucially, the SPL supports tutors and when necessary, a key point of contact for parents and will often hold meetings to move issues forward productively or liaise with outside agencies who may offer further support. The SPL will meet with the Senior Leader assigned to support that year group on a day-to-day basis and formally once per half term, to discuss cases of concern and to plan strategically on behaviour matters.

Pastoral Support Staff

Our Pastoral Support workers who are attached to year groups and work to support the Senior Progress Leaders (SPL) and the students in these year groups. These support staff can refer issues to the SPL and in cooperation put in place intervention to assist with behaviour and guidance in school. The Pastoral Support workers will also oversee student in time out including lunchtimes and collect students for detentions when appropriate.

Deputy Head Teacher – Behaviour and Pastoral: Mr Tatum

Mr Tatum is the member of SLT who is responsible for the implementation of the Behaviour for Learning policy. Mr Tatum supports senior leaders and coordinates with matters of more serious behavioural infringement referred from Senior Progress Leaders or Heads of Department. Mr Tatum is responsible for Staff CPD in Behaviour management and school procedures. Other duties include monitoring attendance, staffing of the timeout procedures, early bird and after school detentions. Incidents which are prejudice-related incidents, coordinates their reporting to the Local Authority and represent St Benedict's in IYFAP meetings.

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:

- Restorative conversations/ 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:

Behaviour Point

A behaviour point will be issued to a student's when they fail to meet the school high expectations. A behaviour point is an acknowledgement of poor behaviour which can be viewed on a student's Arbor profile page by parent and career. If a behaviour point has been recorded this will be followed up by the teacher with the student, for example a restorative conversation at the end of a lesson to a lunch time detention. Behaviour points enable tutors and SPL to monitor and intervene where appropriate.

Break and lunch time 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 maybe held centrally or by the class teacher.

Behaviour Point Intervention Procedure

Three/Six behaviour point system

Enrichment and wellbeing are actively promoted within school, student breaks and lunchtimes have been prioritised for extracurricular clubs and socialising with peers. However, when students' behaviour does not meet expectations there needs to be an affective corrective consequence so that students are accountable when they have failed to meet expectations. The system in school does allow students to take responsibility for their behaviour.

When a student receives three behaviour points within a week, they will be receiving an after-school detention the following Wednesday from 15:45 to 16:45.

Parents/carers will be automatically notified by email via Arbor.

When a student receives six behaviour points within a week, they will be receiving an Senior Leader after-school detention the following Friday from 15:45 to 17:15.

Parents/carers will be automatically notified by email via Arbor.

If a student receives a high number of behaviour points in a week, then the Senior Leader will intervene with appropriate consequences which may include both after school detentions, a 6th form route (conducting their lessons for a period of time away from their normal classes) or parent/guardian asked to attend a meeting in school regarding the student's behaviour.

After School Detention

If a student has not corrected their behaviour after warning, or has committed a more serious misdemeanour, they will be issued an after school detention. Through parental feedback and the geographical locations of some of our school community after school detentions are difficult. Students need to be accountable for their behaviour therefore we have included early bird detentions where student can complete their sanction. Early bird detentions will run from 8am to 9am.

After school detentions will run from 3.45pm to 4.45 pm and are manned by Heads of Department and Senior Progress Leaders. We will inform parents by email, text, or phone with the day and date of the After School Detention. As there are now two options, we expect students to be attend either an early bird or after school detention. Arranging transport too or from school is the parent/careers responsibility.

Senior Leadership Team (SLT) after school detention (ASD)

If a student has not attended an afterschool detention or accumulated many detentions, they will be passed on to the SLT for a detention on a Friday. These detentions run from 3.45pm-5:15pm. A senior Leader ASD can be awarded for a serious breach in the behaviour policy where a time out or internal exclusion is not appropriate.

Uniform Detentions

Maintaining a well-presented student body is important. Members of Senior Leadership team will staff a Uniform Detention each day for students who are wearing incorrect items of uniform. A uniform green card will be issued to the student who is not in correct uniform and should be kept on their person for any further queries (to avoid any unnecessary challenges by staff). Additionally, communication will be made home via email from the form tutor of the missing uniform

Uniform detentions will be repeated until the incorrect item of uniform is replaced.

The detention will take place between 12:40 to 12:55 each day in Room G5.

Persistent non-compliance with the uniform dress code may result in a student being placed in time out 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 (this will be noted by the tutor on the green card to show staff when requested). If you have any difficulties meeting the school guidelines, please contact your child's Tutor/SPL

Students who choose to wear the school uniform incorrectly will be issued uniform lunchtime or after school detention depending on the number of uniform behaviour points being awarded by staff.

Student Time out

Placing a student into Time out would come because 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. Senior Progress Leader and members of the SLT can place students into a period of timeout from lessons.

Student placed in timeout where possible will work in 6th form lessons or alternatively in senior leader office. They will be given their subjects classwork which they will be expected to complete. Students will hand in their phone and take break and lunch time supervised isolated from the rest of school cohort.

Misbehaviour during a period of timeout will be taken very seriously and may lead to a Fixed Term Exclusion. Students may be placed in time out while incidents are being investigated within school until an outcome is reached.

Incidents are investigated on an individual basis, decisions on outcomes depends on the severity of the incidents. Examples of behaviour that may result in being placed in time out 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

Behaviour Incident Investigation

Incidents are investigated on an individual basis. Students will always be treated with care and respect. Investigations can take time and although quick resolutions are desired, gathering all the information speaking to relevant parties is essential in applying appropriate outcomes. Professional judgement should be made and all factors surrounding an incident or student needs (including SEND) should be taken in account. A reasonable adjustment should always be made.

Fixed term Exclusions

Fixed Term Exclusions (exclusions for a defined time) are for serious breaches of behaviour expectations. In the event of serious incident, a permanent exclusion maybe considered. 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.
- Repeated Vaping on school site.
- 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 Senior Progress Leader to discuss the incident and expectation moving forward.

FTE Procedure

The school (usually through the Senior Progress Leader) will inform parents 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.
- Where appropriate 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, Senior Progress leader, 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 SPL.
- Student serving a fixed term exclusions should be able to access classwork for subjects via One Note class pages online.

Internal Exclusions

Internal exclusion is for serious breaches of the behaviour policy. Where appropriate students will be able to perform their exclusion within school building. Students will be isolated from the rest of the school cohort and will continue their class work set by teachers. For an internal exclusion parents should bring students to reception in the morning to meet a member of staff and collect at 15:30 or 16:00 at the end of the day to avoid interactions with other peers. Students should bring a packed lunch and if parents provide permission for student to be taken for a stretch break with a senior leader off school grounds.

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-1 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.

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 situations 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/concealments of/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 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.

Right to Search

Students' safety is the school's highest priority. Students school environment should be safe calm and productive. The school follows the guidance from the DFE, Searching, screening and confiscation. [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Searching plays an important role in keeping students safe in school. Mrs Senior and her identified team (Mr Tatum, Mr D'Melio, Miss Law, Mr Taylor, Mrs Berry, Mr Murphy, Mr Richmond, Mr Boorman, Ms Coogan, Mrs Cornforth, Mr Wilson, Mrs Wray, Mrs Bourne and Mrs Bailey) have the statutory power to search any student where they have reasonable grounds to suspect a student may have prohibited items.

The list of prohibited items in schools are as follows:

- Knives and weapons
- Alcohol and illegal drugs
- Stolen items.
- Tobacco and cigarettes
- Vapes
- Pornographic images
- Any item that may cause harm to others or cause damage to property.

Teachers will follow the guidance for searching and confiscation. One member of the identified team will ask another member of staff to be a **witness of the search**. Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. Unless there are exceptional circumstances or genuine reason for concern for the students or other welfare then all searches will be conducted and witnessed by the same gender.

Students will be informed of the reasons for the search and permission to carry out the search. All searches will be recorded by the school and parents will be informed by email that a search has been conducted.

If a student refuses to give permission for the search then the school may isolate the student and either request parent/carer to come to school to conduct the search or if serious concern that the students maybe in possession of a dangerous or illegal item will contact the police. Parents will be informed.

Mobile Phones and Ear pods/headphones

Please refer to Mobile phones policy on school website for in depth information. In summary the use of mobile phones/ear pods by pupils in school and on the school site is strictly forbidden. Pupils are permitted to bring mobile phones to school, but they must not use them in school and should be switched off and always kept out of sight during the school day, including break and lunchtimes. Phones must not be seen or heard, and students should remove ear pods when coming on to the school site.

Any pupil found to be using a mobile phone during the school day will be asked to turn it off. It will then be confiscated by the member of staff and stored securely in the Main Office. The sanction applies within a term of the academic year.

- On the first offence, the phone/ear pods will be given back at the end of the school day with a reminder of the rules.
- A second confiscation will mean that the phone/ear pods will be given back to the students at the end of the day and logged as a behaviour point on Arbor informing parents.
- A third confiscation will result in the student having to hand their phone/ear pods into reception each morning and collect at the end of the day for the rest of that term. Parents will be notified.

If a student needs to contact parent/career during the school day, they must go to reception and the office staff will facilitate the call.

Year 12 and 13 students may use their phones in the Sixth Form common room, Work room, if this is not in a manner that is disruptive to others or to the normal routine of the school.

Bullying

This school is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

We actively promote positive interpersonal relations between all members of the school community

In common with all other schools, we recognise that some students at St Benedict's will experience bullying of some kind, but we will work hard to eradicate it.

Please refer to the school anti-bullying policy on the school website.

Prejudice related incidents

'A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person'

This definition was first recommended as a working definition for racist incidents by The Stephen Lawrence Inquiry and has since been extended to cover all incidents related to the protected characteristics set out in The Equality Act 2010.

We believe in celebrating diversity, and that eradicating all forms of prejudice and promoting equality for all must be an integral part of our school.

The definition empowers everyone to act. The onus is not just on the target to speak up. The inclusion of 'or any other person' means that anyone who perceives a prejudice-related incident to have occurred can instigate an investigation. This also ensures that incidents where there is no direct target, such as racist graffiti or casual use of homophobic language, are also picked up.

When a student/staff member reports a Prejudice Related Incident (PRI) which will be recorded on a separate form they will be listened to, and it will be investigated by the relevant pastoral team and recorded. We believe in a restorative approach which includes, challenge, support and education.

- Challenge the behaviour in accordance with our behaviour policy.
- Support victims and the student responsible by listening to them and if needed organising additional support from outside the school.
- Education by providing intervention and education to respect and value all students and staff at St-Benedict's.

Sexual Discrimination

We want everyone to feel included, respected, and safe in our school. We will not accept sexual discrimination, which includes verbal abuse, name-calling and sexist comments.

Sexist comments are those, which discriminate, based on sex, particularly against girls and women, though we acknowledge that this can also be against males. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and students are encouraged to report this type of behaviour. When a report has been made the reporter will be listened to and support put in place to enable them to feel acknowledged and safe. Any students found to be accountable for this behaviour will be challenged in accordance with our behaviour policy.

St Benedict's believes in a restorative approach ensure behaviour is challenged, support and education is included to ensure behaviour is improved and monitor to their behaviour for any recurrence in the future, or if additional support is needed. If the student behaviour does not improve then sanctions will escalate in accordance with our behaviour policy.

Sexual discrimination has been included in our behaviour and learning policy to reflect our zero-tolerance approach because we want to ensure students are aware of what unacceptable behaviour involves and project the culture and community spirit for all our students at St Benedict's.

Offensive Language

Students' conduct should reflect the values of the school which are compassion, wisdom and resilience. We need to provide high expectations of pupil interactions. This includes language always used by students in school. St Benedict's should provide the best education and safe environment for students.

Interactions by students should be always respectful, and these should not cause offence to any of our community. We wish to provide a community of respect and care within school.

We will challenge all offensive languages, including swearing, sexualised words, prejudice related terms and blasphemy by students in any situation within school. Members of staff will issue a behaviour point on the spot for any offensive language used by students. This will then be visible on a student's behaviour profile on Arbor so that parents/carer are notified and can support the school values at home.

Behaviour Management strategies: Academic and Pastoral

Restorative Practice

Positive relationships between key stakeholders within school is essential for students to be able to meet their potential. Relationships is at the heart of St Benedict's behaviour for learning policy. When students fail to meet expectations, as a citizen of St Benedict's a restorative approach will be applied to resolve incidents and repair relationships.


Restorative approach helps students to:

- Understand how their actions can affect others
- Learn why it's important to see another person's point of view
- Take responsibility for their actions
- Understand themselves and each other better
- Develop characteristics they can use in and outside of school
- See that is okay to make mistakes.


Clearly communicated classrooms expectations

Our behaviour for learning system based on the principle that, once students know the expectations and consequences, they can make the right choices for themselves and for others.

Our classroom expectations are clear and simple.



Classroom Expectations



Compassion

- * Be respectful of others' views and experiences.
- * Do not disrupt others' learning.
- * Be kind and safe in all your actions.

Wisdom

- * Have your equipment for every lesson.
- * Be ready to learn.
- * Actively listen others – do not talk or interrupt.

Resilience

- * Be positive and don't quit.
- * Seek **help** when **you** need it.

In lessons: Warn, Move, Time Out

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 many 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 which will result in a behaviour point (BP) – Move. If it continues, for the class learning not to be affected, they are removed for a period of time out. Where possible students will be returned to continue their learning.

A teacher may request assistance form 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 a student is removed for a timeout, they will receive a lunchtime detention at the next available lunch break for 40 minutes and reflect on the incident. If a student

is returned and subsequently removed again the student will receive an after-school detention.

Significant Disruption/Unsafe Behaviour

Teachers have professional judgement and if a student is significantly disrupting learning of others or displaying behaviour that is unsafe, they will be removed by Senior Leader. The Head of department and Senior Progress Leader will be informed, and an investigation of the incident will begin. Student may be placed in time-out until the investigation is concluded and a sanction applied where appropriate.

Use targeted approaches to meet the needs of individuals.

A structured approach for students who fail to meet expectations

Students 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 or behaviour outside of the classroom is causing concern then the student's Head of Year will intervene and student will begin on a St Benedict's Support Plan. This will include 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.

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 eventuality of IYFAP and Permanent Exclusion is possible.

Behaviour & Learning Policy

Owned by: P Taylor (Assistant Headteacher)

Reviewed: October 2023

Date for Review: October 2024