

St Benedict's Catholic School

Conduct and Engagement for Learning Policy.

SCOPE

St Benedict's Conduct and Engagement for Learning Policy has relationships at its heart. We aspire for our students to be compassionate, resilient, and wise, learning together as the St Benedict's community. Our Conduct and Engagement for Learning Policy creates a positive culture within school by working together so all can learn, develop the gifts God has given and become the best version of themselves, in an environment of mutual respect and academic challenge.

Aims and Ethos

In setting our Conduct and Engagement for Learning Policy, the Governors and leaders of the school are establishing our expectations of the ways our school community act throughout their time at St Benedict's.

St Benedict's Catholic School aims to instil in our students, an ethos for learning that maximises the opportunities available regardless of ability, social or ethnic background, gender, or religion.

Good conduct 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. Clear boundaries are completely compatible and necessary for a caring and happy atmosphere.

Consistent and clear communication about the school's conduct and engagement expectations, along with consistent consequences, are essential in allowing students to make the right choices and correct poor choices. All staff are responsible for promoting and consistently applying our policies. Expectations are communicated and reinforced through tutor periods, assemblies, newsletters and communication home to parents and carers.

Student conduct and robust kindness

One of the most important aspects of education is to teach a young person how to relate to others, and how to exhibit wise and compassionate conduct. At St Benedict's we expect all our community to strive to be compassionate, wise, and resilient.

We aim to preserve an environment where everybody feels safe and can grow in confidence. We do this through clear expectations reinforced by robust kindness that is not soft, not weak, not temporary; but 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.

We ask all our staff to:

- Build positive relationships with each other, students, and parents, treating all children with care.
- Be the role model, reinforcing positive behaviour relating to each other, students, and parents in a calm and quiet manner (see Staff Code of Conduct Policy).
- Raise student's wisdom, compassion, and resilience.
- Ensure that all students learn our expected behaviours and routines, with the planned lesson supporting the development of learners academically.
- Create and maintain a stimulating environment that encourages students to be engaged.
- Use expectations, rewards, and sanctions consistently and fairly, creating a safe and respectful environment for all the school community.
- Deal with confrontation quietly and respectfully, seeking assistance / support from colleagues when necessary.

Some of the characteristics of our classroom expectations for students are noted below (this is not an exhaustive list):

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 to others – do not talk over or interrupt.
- Wear your uniform correctly.

Resilience

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

Routines to support conduct and engagement.

To support our community, we have key routines that we promote to assist students. Some of the characteristics of classroom routines are noted below (this is not an exhaustive list):

Entry to classroom

- Enter calmly, removing outdoor coats.
- Take your seat (according to seating plan), place equipment for learning on your desk.
- Begin the starter activity, silently wait for teacher instructions.

Exit from the classroom.

- Pack your own equipment away listening to the teacher instructions for school equipment.
- Leave your area of the classroom neat and tidy.
- Stand silently behind your chairs, waiting for the teacher's dismissal.

Rewards

At St Benedict's we focus on what students are getting right, highlighting the good. We believe that encouragement and praise is central to the promotion of high standards of conduct and learning to build positive relationships.

We believe that rewarding students encourages them to feel valued, builds confidence, and motivates aspirations to achieve their God-given potential.

Rewarding good behaviour enables students to realise that desirable conduct, self-discipline, resilience; responsibility to self and others is highly valued in our community.

Our rewards system recognises a wide range of achievements, whether they be academic, sporting, creative or social and all are openly recognised and valued by the whole school community.

Students' achievements can be acknowledged in several ways:

- House points
- Verbal Praise
- Positive notes home from staff
- Celebration assemblies
- Displayed pieces of work
- Afternoon tea with Head Teacher
- Achieving the St Benedict's award (Bronze, Silver, and Gold)

All students will be able to work towards achieving the St Benedict's award. The Award focuses on promoting academic and good citizenship qualities. The Awards consist of a ladder in which students can progress and be individually rewarded. Further details of our award programme can be found on our school website. Students are consistently encouraged by their tutors and Senior Progress Leaders (SPL) to participate and aspire to the next step in the award ladder.

Weekly summary reports of each year group's house points are produced via Arbor for SPL's to monitor and celebrate accordingly.

Student Support Systems

Behaviour choices will be consistently praised or challenged in an environment of learning and good conduct. We work hard to support all our students, recognising that not all are equally prepared. At St Benedict's we have a range of staff, who are available to guide students towards good conduct and a correct mind-set of compassion, wisdom and resilience.

Parents / Carers:

Parents/Carers form a vital part of our students support systems and at St Benedict's we value the contribution of parents/carers. Therefore, we expect parents/carers to support their St Benedict's student in adhering to our expectations and classroom routines:

- Inform the school of any changes in circumstances that may affect their child's conduct and engagement with learning.
- Actively monitor their St Benedict's Arbor account and discuss any conduct and engagement concerns with the tutor of their child promptly.

Form Tutors should be the first point of contact for parents.

Form tutors see their tutees twice daily which provides the opportunity to build strong relationships over a period of months and years. Our tutors are the people who establish the correct ethos each morning and have 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.
- Meet regularly with the SPL to highlight positives and any student of concern within their tutor group.
- Informally mentor students and monitor tutee achievements and behaviour points.
- Encouraging progress toward our St Benedict's award.

Senior Progress Leader (SPL)

The SPL has an academic and pastoral responsibility for all the students in their year group. They work closely with form tutors, Heads of Department (HOD), our SENDCo and our Director of Student Welfare to ensure students are developing socially and academically in line with our school ethos of compassion, resilience and wisdom.

SPL's have a range of resources to use when addressing failure to meet the expectations of St Benedict's school through conduct or motivational issues. These include:

- Report cards,
- pastoral support,
- Attitude to learning interventions,

- target setting,
- mentors, or counselling.

SPL's can place students in detentions or on our time-out from usual circulation by following a sixth-form lesson route.

Crucially, the SPL supports tutors and when necessary are a key point of contact for parents, often holding meetings to move forward productively or liaise with outside agencies for further support.

The SPL will meet with the member of the Senior Leadership Team (SLT) assigned to support that year group, informally when needed and formally once per half term, to discuss cases of concern and to plan strategically on conduct matters. The SPL will discuss with their SLT when students are required to use the timeout sixth form routes.

Pastoral Support Staff

Our Pastoral Support workers are employed in-post to support the students and the SPL. SPL's can refer students to work with the pastoral managers for intervention related to a student's wellbeing, conduct and engagement in school.

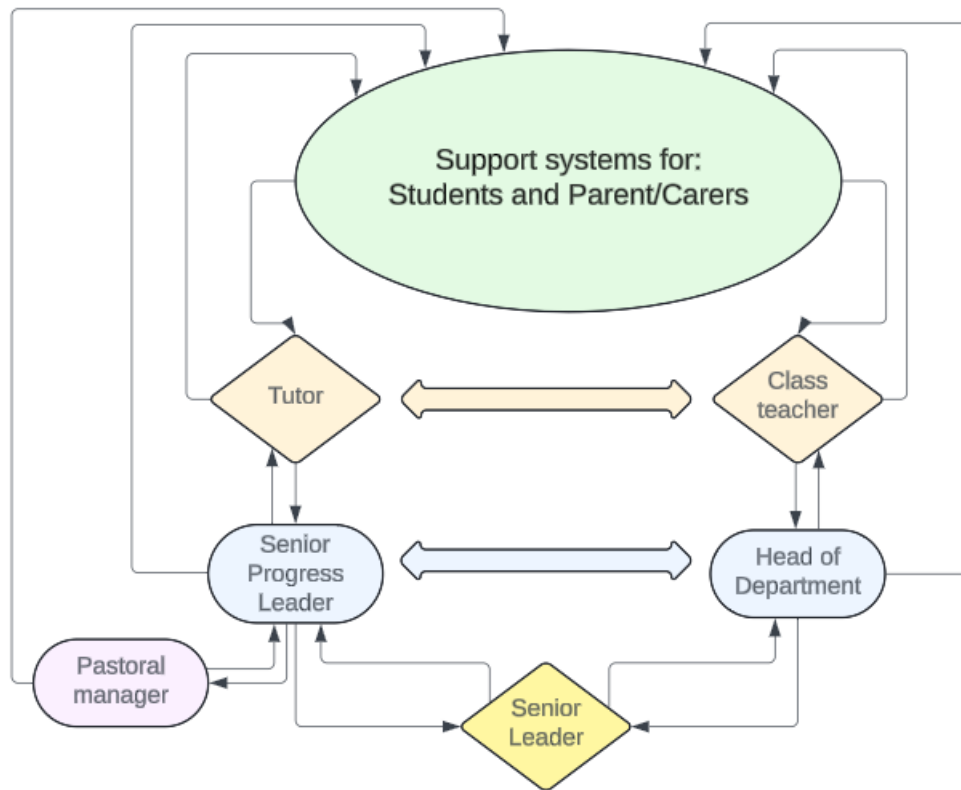
The Pastoral Support workers oversee student use of pastoral time out cards and the use of our pastoral room.

Our pastoral room is a quiet space designed to restore calm and allow time to improve a student's wellbeing and is a separate space used for non-disciplinary purposes. This can be utilised as part of a planned approach to supporting students to regulate their emotions.

Assistant headteacher - Conduct and Engagement: Ms Coogan

Ms Coogan is the member of our SLT who is responsible for the implementation of the Conduct and Engagement for Learning Policy. Ms Coogan supports the SLT, and coordinates matters of more serious conduct infringement referred from the SPL or HOD. Ms Coogan is responsible for Staff continued professional development (CPD) in behaviour management, monitoring attendance, staffing of the timeout procedures, early bird and after school detentions. Ms Coogan oversees prejudice-related incidents, coordinating their reporting to the Local Authority and representing St Benedict's at In Year Fair Access Protocol (IYFAP) meetings.

Safeguarding and Student welfare guides all our support systems (Keeping Children Safe In Education 2024)



A visual representation of the cohesive support that St Benedict's utilises for students conduct and engagement for learning

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 (LSA's).
- 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 conduct choices, rather than discipline poor conduct; however, at times the need to do so arises. At St Benedict's when a student makes poor conduct choices we aim to respond in a prompt and confident, yet fair and predictable manner to maintain a calm, safe learning environment. Reasonable adjustments should always be considered, please refer to the St Benedict's SEND and mental health policy.

Common St Benedict's sanctions usually include:

1. Restorative conversations/ reminders of correct conduct expectations.
2. Confiscation of items (see mobile phone policy)
3. Issuing a behaviour point following time given to correct poor conduct / engagement choices.
4. Removal of in-school social time via detentions.
5. Communication with home.
6. After-school / Early bird detentions.
7. Report card (pastoral / subject).

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:

- Time-out from usual circulation by following a sixth-form lesson route.
- Fixed term exclusion from school.
- Managed move to another school.
- Permanent exclusion from school.

Behaviour Management strategies: Academic and Pastoral

Restorative Practice

Positive relationships within school are essential for students to be able to meet their God-given potential. Relationships are at the heart of St Benedict's Conduct and Engagement for Learning Policy. When students fail to meet the St Benedict's expectations, 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.

In lessons: Warn, Move, Time Out

Good conduct and engagement in lessons is a key part of learning for individuals and for the whole class. Poor conduct and/or engagement from one student, can impede the learning for many students. If a student fails to meet our classroom expectations they are issued with a verbal warning – Warn; If poor conduct continues, the student is moved within the classroom – Move. Failure to modify behaviour at this point will result in a behaviour point being given and recorded on Arbor. If the student conduct causes significant disruption to the learning, the classroom teacher should complete an emergency call-out via Arbor for a student time out.

A teacher may request assistance via the call-out system requesting a yellow card. A member of the call-out team will attend the class to either join the teacher for a discussion to resolve the issue or to cover the class while the class teacher speaks to the student outside the classroom.

A teacher may request a red card. The student is removed for a timeout from their lesson, the student will receive a lunchtime detention at the next available lunch break for 40 minutes to reflect on the incident. The classroom teacher should complete a restorative conversation prior to the next lesson with the student where possible.

If a student receives multiple call-out requests in one day and are repeatedly removed from lessons, the student will receive an afterschool detention in the next available detention session. The student could also be moved onto a more serious sanction as part of our conduct and engagement for learning policy.

Behaviour Point

A behaviour point will be issued to a student when they fail to meet St Benedict's high expectations. A behaviour point is an acknowledgement of poor conduct, which can be viewed on a student's Arbor profile page by student/parent/ carer. Behaviour points enable tutors and SPL's to monitor and intervene where appropriate. Weekly summary reports are produced via Arbor for SPL's to monitor and intervene accordingly.

Break and lunch time detentions.

If low level poor conduct arises in classrooms or around the school during social times, a reminder of the expected levels of conduct is given. If this recurs, removal of social time through break or lunch detention is appropriate. This maybe held centrally or by the class teacher.

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' conduct does not meet expectations there needs to be a prompt corrective consequence so that students are accountable when they have failed to meet St Benedict's expectations.

Behaviour Point Intervention Procedure

Three/Six behaviour point system.

The St Benedict's behaviour point system promotes students to take responsibility for their conduct. Students and parents can monitor the behaviour points awarded, seek restorative conversations, and have time to modify poor conduct choices.

When a student is awarded three behaviour points within a week, they will receive 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 receive a SLT 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 more than six behaviour points in a week, or repeatedly received six or more behaviour points in one week, the SPL / SLT line managing the student's year group will intervene with appropriate consequences. This may include:

- Immediate after school detentions during the school week,
- Targeted report card,
- Time out of usual circulation following sixth form classes (conducting their lessons away from their normal classes),
- Parent/Carer attending meetings in school regarding the student's conduct and/or engagement with learning. These can be with the form tutor, the SPL or the SLT line manager for the year group.

After School Detention

If a student has not corrected their conduct and/or engagement for learning after a warning, or has committed a more serious misdemeanour, they will be issued an after-school detention. Arranging transport to or from school is the parent/carers responsibility.

Through parental feedback and the geographical locations of some of our school community we recognise that an after-school detention can be challenging to attend. Students need to be accountable for their poor conduct choices, and so we have included early bird detentions where student can complete their 60-minutes after-school sanction. Early bird detentions will run from 8am to 9am. While this is a reasonable adjustment to accommodate transport needs, it is the parents/carers responsibility to arrange transport. We do not offer a 90-minute early bird detention; therefore, we expect students to attend the 90-minute Friday after-school detention if they have been awarded this sanction.

Uniform Detentions

Maintaining a well-presented student body is important (full details of uniform expectations are on our school website). Uniform detentions are held alongside the lunchtime detentions which run each day and are 20-minutes in length for students who choose to wear the school uniform incorrectly. An after-school detention can be used depending on the number of uniform behaviour points being awarded by staff.

We do understand that times when unforeseen circumstances cause a school uniform issue, and a uniform green card will be issued in this circumstance. Additionally, communication should be made to parent/carers via email from the form tutor to notify / discuss the school uniform situation.

If there is an issue with your child's uniform, please send a note/letter stating the short-term date when the malfunction 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 or SPL.

Uniform detentions will be repeated until the student wears the uniform correctly. Persistent non-compliance with the uniform dress code or attire that is inappropriate for school, may result in a student being placed in time-out from usual circulation, until the uniform is corrected.

Student Timeout

Placing a student into timeout would occur because of an incident that requires a more serious sanction or when a student is unable to remain in a lesson without causing continued disruption. SPL and members of the SLT can place students into a period of timeout from lessons. Parents/Carers will always be informed when a timeout is being used.

Student placed in timeout, where possible, will work in 6th form lessons or alternatively in a SLT office. Where possible they will be given their subjects classwork which they will be expected to complete. The continuous education

provided may differ to the mainstream curriculum but should still be meaningful for the student.

Students will hand in their phone, taking break and lunch time supervised and away from the usual school cohort.

Poor conduct 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 depend on the severity of the incidents. Examples of poor conduct choices that may result in a student being placed in time-out may include (but not exclusively):

- Failure to attend a 90-minute SLT detention.
- Several warn, move, and removes in one school day or one school week.
- 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 and 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 considered. Reasonable adjustments should always be considered, please refer to the St Benedict's SEND and mental health policy.

At St Benedict's we aim to:

- Deter the poor choice through education.
- Protect our community from poor conduct choices
- Support conduct improvement so that our students do not repeat poor choices.

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. This will be put in place 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 assault / abuse against staff or students, which results in extreme physical contact or serious injury (first aid or hospitalisation required)
- Striking out against staff (verbally or physical assault).
- Sustained Defiance.
- Bullying or abusing another student (Physical, Verbally, social media, Internet)
- Threatening behaviour towards staff / student (Physical, Verbally, social media and Internet).
- Repeated racist/sexist/prejudicial remarks.
- Theft of property.
- Abuse of dangerous chemicals or equipment.
- Behaviour on the journey to/from school that brings the good name of the school into disrepute. This includes behaviour on buses, on roads and in shops.
- Leaving the school site without permission.
- Verbal or physical harassment/abuse.
- Verbal or physical sexual harassment/abuse.
- Repeated vaping/ smoking 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.
- Bringing a replica / toy weapon into school and/or on the journey to/from school.

The Headteacher is responsible for applying a Fixed Term Exclusion. This can be for a period of days, relating to the misdemeanour or increasing in line with previous Fixed Term Exclusions where no improvement of behaviour has been evident.

Following a Fixed Term Exclusion, the student and their parents/carers will attend a reintegration meeting in school with the SPL to discuss the incident and expectations moving forward.

Fixed Term Exclusion Procedure

The school (usually through the SPL) will inform parents/carers by telephone, giving the reason for exclusion and the number of days of exclusion; A formal letter will be sent via the main school office to parents/carers as soon as possible and should include the following information:

- The length of the exclusion.
- Reason(s) for the exclusion.

- Where appropriate parents/carers right to make representations to the Governors' Discipline Committee.
- The name of the person they should contact to make representations.
- Arrangements for setting and marking work (if appropriate).
- Where appropriate the Headteacher/Deputy Head/AHT/SPL, will meet with parents/carers before the pupil returns to school to discuss reintegration and any further strategies and positive support which may be appropriate.
- Students serving fixed term exclusions should be able to access classwork for subjects via OneNote class pages online.

St Benedict's follows the governments advice

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf (September 2024) to inform our processes for Fixed Term Exclusion and Permanent Exclusion.

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 is 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. Ms Coogan 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 conduct, and they are getting increasingly close to permanent exclusion. This is usually a request for a "Managed Move" to try and change the students conduct. A managed move is a trial period of 6 weeks at another school.

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 where there are exceptional

circumstances, and it is not appropriate to implement other strategies. Examples of a single serious incident include (but are not limited to):

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual assault or abuse.
- Supplying/concealment of/Intent to supply an illegal drug.
- Bringing an offensive weapon into school (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).
- Arson.
- Deliberate and conscious violence.

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 poor conduct 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 of 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 (2022). [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Searching, screening and confiscation play an important role in keeping students safe in school. The Headmistress and her identified search and confiscation team 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
- Fireworks
- Pornographic images
- Any article that may cause harm to others or cause damage to property.
- Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence.

All staff will follow the St Benedict's school guidance for searching and confiscation.

Prior to conducting a search of a pupil. It is vital that we consider our obligations to the student under the European Convention on Human Rights (ECHR).

Under Article 8 (ECHR), students have a right to respect for their private life. In the context of these rights and obligations, students have the right to expect a reasonable level of personal privacy. Unless there are exceptional circumstances (risk of serious weapon) or genuine reason for concern for the students or other welfare, then all searches will be conducted by a member of the Headteacher's identified search and confiscation team and witnessed by another staff member.

The searcher should be the same gender (see above). The searcher can ask any member of staff to be a witness (preference is given to a staff member of the same gender as the student and preference is given to the witness being one of the identified search and confiscation team). The search should take place in reasonable privacy away from other students, for example: an empty classroom or office.

The searcher must explain the reasons for the search to the student and ask permission for the search to be conducted. The search includes bags, removed coats and lockers. The searcher must not make any contact with the body of the student.

If a student refuses to allow a search to be conducted, then the member of staff searching has two options. Allow the student to leave and inform parents or take the student to isolation and contact parents that the student will be in isolation until parents can come to school and conduct the search.

If a student is believed to be possibly carrying a weapon on their body, then the Headteacher and in her absence, the Deputy Headteacher must be alerted

immediately. The student should be always kept under supervision with two members of staff. The police will be called to respond.

In exceptional circumstances If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in paragraph 3 of the guidance from the DFE, Searching, screening and confiscation (2022), but not to search for items which are identified only in the school rules⁷. See St Benedict's Use of reasonable force in school policy.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder⁸.

(reference: ⁷ Section 550ZB(5) of the Education Act 1996. ⁸ Section 93(1) of the Education and Inspections Act 2006.)

Once the search is completed the searcher will need to complete the record form, parent/carers must also be informed.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in paragraph 3 of the guidance from the DFE, Searching, screening and confiscation (2022). The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Mobile Phones and Ear pods/headphones

Please refer to the Mobile phones policy on the school website for in-depth information. In summary the use of mobile phones/ear pods and other smart technology with similar functionality by pupils in school and on the school-site is strictly forbidden.

Pupils are permitted to bring mobile phones and other smart technology with similar functionality to school at their own risk, but they must not use them in school. They should be switched off and always kept out of sight during the school day, including break and lunchtimes.

Phones and other smart technology with similar functionality 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 school 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 a parent/carer 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 and work room, only if this is not in a manner that is disruptive to others or to the normal routine of the school.

Significant Disruption/Unsafe Behaviour

Teachers should use professional judgement. If a student is significantly disrupting learning of the others or displaying behaviour that is unsafe, they can be removed by a member of the call-out team. A 40-minute lunchtime detention will be awarded. The Head of department and SPL will be informed, and if necessary, an investigation of the incident will occur, and further sanctions can be applied. Disruption is not tolerated, and proportionate action will be taken to restore our high standards of conduct.

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.

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.

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. St Benedict's has a zero tolerance for prejudice related conduct and will robustly challenge such conduct.

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. We believe in a restorative approach which includes, challenge, support, and education.

At St Benedict's our response to a PRI is:

- Challenge the prejudice related conduct in accordance with our conduct and engagement for learning policy.
- Support victims and the student responsible by listening to them and if needed organising additional support from outside the school.
- Educate 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 poor conduct. 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 conduct will be challenged in accordance with our conduct and engagement for learning policy.

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

Offensive Language

Student conduct should reflect the values of the school which are compassion, wisdom, and resilience. We maintain high expectations of student interactions; this includes language always used by students in school.

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

We will challenge all offensive language, including swearing, sexualised words, prejudice related terms and blasphemy by students in any situation within school.

Members of staff will issue a behaviour point for any offensive language used by students. The behaviour point will be visible on a student's behaviour profile on Arbor so that parents/carer are notified and can support the school's values at home.

The sanction for offensive language is not limited to a behaviour point and should the language be used to personally attack any member of our community a more serious sanction can and should be utilised.

Behaviour incidents online

The way in which students relate to one another online can have a significant impact on life in school. St Benedict's is very clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect, and dignity.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. parents/carers are responsible for this behaviour.


If online behaviour incidents occur that affect life in school, St Benedict's will sanction students accordingly when a student's online behaviour poses a threat or causes harm to St Benedict's students / staff, and/or has repercussions for the orderly running of our school, when the young person is identifiable as a member of St Benedict's and the online behaviour adversely affects the reputation of our community.

We will always communicate known poor online behaviour choices to parents/carers and advise on healthy online conduct.


Clearly communicated classrooms expectations

Our conduct system is 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



SAINT BENEDICT

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.

Supported by our classroom routines:



Key Routines



ENTRY TO CLASSROOM

- Enter the classroom if door is open and teacher present. If locked wait outside.
- Enter calmly.
- Take your equipment out and sit in your seat.
- Wait for your teacher to start the lesson.

EXIT FROM CLASSROOM

- Collect your equipment and put in your bag.
- Stand behind your chair when instructed.
- Check and correct your uniform.
- Wait silently to be dismissed.
- Leave the classroom calmly and follow the one-way system.

Use targeted approaches to meet the needs of individuals.

We will use a structured approach for students who fail to meet expectations.

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

If removals from class 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.

If removals are across subjects or conduct outside of the classroom is causing concern, then the student's SPL will intervene. The interventions should include restorative meetings with student and parent/carer where appropriate. Conduct strategies may be identified and shared with all classroom staff. Monitoring systems such as report card put in place. A SLT 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 each intervention stage,

without meeting their targets and improving their conduct to meet our high expectations, then the eventuality of a managed move through the IYFAP and Permanent Exclusion is possible.

St Benedict's believes in a restorative approach to ensure poor conduct choices are challenged with support and education to improve conduct. We monitor and record our interventions, house points and behaviour points to refer to for any recurrence in the future, or if additional support is needed.

At St Benedict's we encourage excellent conduct and engagement for learning by:

- Clear expectations and routines that we continually teach to our students.
- Modelling high standards of courtesy to all members of the school community.
- Actively promoting good manners, mutual respect and a proper regard for authority.
- Encouraging our students to take responsibility for their own actions and choices.
- Positive praise, restoration, and forgiveness.
- Consistent rewards and predictable sanctions.
- Knowing our students to meet the needs of the individual.
- Promoting a positive, calm, and orderly learning environment where all can achieve their God-given potential through compassion, wisdom, resilience, and robust kindness.
- Regular professional development of staff to support behaviour management techniques.
- Clear and regular monitoring of student data (attendance, attainment, behaviour points, house points, attitude to learning scores) by the SPL, HoDs and SLT to objectively monitor and evaluate conduct and engagement for learning.

Conduct and Engagement for Learning Policy

Owned by: E Coogan (Assistant Headteacher)

Reviewed: October 2025

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