



St Benedict's  
Catholic School  
*The Catholic Secondary School for West Suffolk*

St Benedict's Catholic School

Behaviour for Learning Policy

## 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)

## **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.

- **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 from Tuesday to Friday evenings, from 3.30pm to 4.30 pm and are manned by Heads of Department and Heads of Year. We will inform parents if their child has been issued with an After School Detention by email, text, or phone and the intention will normally be for it to be attended the following day.

## **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 night (timing subject to occasional change). These detentions run from 3.30pm-4.45pm.

## **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. Additionally, communication will be made home, to alert parents that uniform is incorrect. Uniform detentions will be repeated until the incorrect item of uniform is replaced. Tutors should inform the office before 10.30am if they have any tutees who should be placed in this detention and names will be collated for SLT to collect before taking this detention. The detention will take place between 1.25pm and 1.40pm each day in Room 51.

## **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.

## **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) violence or threatening violence against a member of staff or student, persistent bullying, bringing an offensive weapon or illegal substances into school, 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 re-integration 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;
- The 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/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.

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 an illegal drug;
- Bringing an offensive weapon into school e.g. knives;
- Arson;
- Deliberately and consciously 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.

## **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.

## **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 evening.

## **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.

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

- Purposely ignoring repeated instructions.
- Repeatedly talking when asked to be quiet.
- Making silly noises.
- Moving out of seat when not instructed.
- Unsightly graffiti of diary or books.
- Throwing objects, e.g., pencils and paper, etc.
- Late for lessons with no acceptable reason.
- Repeated lack of equipment to lessons.
- Inappropriate language
- Jostling or unwillingness to line up correctly for lessons..
- Answering back teacher (cheek or rudeness).
- Chewing, i.e., gum.
- Incomplete homework without good reason.

*After-school Detentions* – these take place normally, from Tuesday to Friday nights.

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

- Audibly swearing in class or in the corridors
- 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 being in the presence of those smoking.

### *An SLT after school detention*

The failure to attend an after school detention will automatically result in an SLT After School Detention. The following may also result in an SLT after school detention. These will normally take place on a Friday night, but this is subject to change.

- Bullying another student
- Racist/sexist/prejudicial remarks
- Theft of property.
- Intentional physical abuse or assault on staff.
- 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.

### *Isolation*

A student may be placed in this room for a significant breach of the Behaviour for Learning policy, failure to attend SLT detention, a rapid accumulation of negative behaviour points or for continued and persistent bullying.

Isolation may be used when a student is unable to remain in a lesson without disturbing the learning of others or the lesson is unable to proceed because of their continued disruption. On referral from the Head of Year or the AHT-I, or any other member of the SLT, a student can be placed in the Isolation room for varied periods of time. It may be that the student is able to re-establish the correct learning manner and can return to lessons later in the day. Equally, a student may be placed into Isolation for a morning/afternoon/full day/other period of time, in order that they appreciate that their behaviour is harming the learning of others and the teaching of the curriculum. This room is staffed and work is provided.

### *Fixed Term Exclusion*

Fixed term exclusions may be imposed for previously mentioned and sanctioned misdemeanours where there is little evidence of improvement or for a significant or persistent breach of the Behaviour for Learning policy.

### *Permanent Exclusion*

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:

- Violent and intentional abuse against staff or students, which results in extreme physical contact or serious injury (first aid or hospitalisation required)
- Sexual assault or abuse
- Supplying an illegal drug
- Bringing an offensive weapon into school e.g. knives.
- Arson.