



Saint Benedict  
A Catholic Voluntary Academy

### Behaviour for Learning Policy

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#### Our Mission:

*We will build up a loving community with Christ at its centre:  
develop potential to the full and strive for excellence:  
work and play in harmony:  
and treat each other with dignity and justice.*

We aim to ensure teachers and pupils enjoy learning together and that all members of our community feel safe in and around the Academy. Staff will develop strong and respectful relationships with pupils as we recognise children learn best when they feel safe, valued and loved. Pupils will be taught to take responsibility for their own actions and to accept the consequences of their choices. In order to be 'the best that they can be', we aspire to our young people becoming independent, self-disciplined and self-regulating learners.

Praising children and recognising pupils' positive behaviour are the most effective ways of ensuring all children feel valued and engage with their learning. We will strive to ensure the right balance of recognition and sanction to achieve this end. As such, all teachers and support staff will use support and encouragement far more regularly as part of our behaviour management system than they will sanctions.

We are fully committed to inclusion and therefore recognise there may be occasions where reasonable adjustments need to be made so that pupils with SEND are not disadvantaged by the policy. However, no behaviour policy can cover all eventualities. The Headteacher and Governors reserve the right to use discretion to help pupils at Saint Benedict make better choices.

#### **1 Corinthians 13**

*'Love is always patient and kind; it is never jealous; love is never boastful or conceited; it is never rude or selfish; it does not take offence and is not resentful. Love takes no pleasure in other people's sins but delights in the truth; it is always ready to excuse, to trust, to hope, and to endure whatever comes.'*

#### **Expectations**

At Saint Benedict, we expect all pupils to have a good standard of behaviour. We expect all staff and pupils to be respectful and courteous to one another.

Pupils are expected to wear their uniform with pride and follow all rules and policies.

When pupils move around the school, we expect all pupils to adhere to the following basic rules:

#### **1 Timothy 4:12**

*Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, you love, faith and purity.*

1. No physical contact including play-fighting. Respect each other's personal space.
2. No running.
3. Don't shout. Speak calmly. Use please and thank you.
4. Follow instructions first time, without questioning.
5. When an adult greets you, respond politely. Say good morning or good afternoon. Address Adults as Miss or Sir. Use their surname if you know it.
6. Face the adult that is talking to you. Maintain eye contact. Stand still and straight.
7. Listen politely. Don't interrupt. Think about your facial expressions. Don't roll your eyes, shrug your shoulders, tut or make any other non-verbal gestures.
8. Respond to questions truthfully. Don't shrug or say 'dunno.'
9. Put your litter in a bin. Look after the environment.
10. Walk briskly to lessons. Don't stand and chat. Arrive on time.
11. Hold the door open for people around you.
12. Wear your full uniform – including tie, shoes and shirt tucked in - with pride.

Staff will work regularly with all students to ensure these expectations are understood and met. Sanctions will be issued if they are not met.

### **Expectation Cards**

Each half-term students will be issued with the Saint Benedict expectation card which they must have on them at all times. If a pupil is seen to be failing to meet our expectations outside of lessons then the member of staff should enter a strike on their card (See Appendix 6) including reason, date and initials. Should this be the student's 3<sup>rd</sup> strike in the half term the teacher should confiscate the card and hand it in to campus support, the student should go to campus support for a yellow card. The student will then receive a lunch time detention. Students who complete the half-term with a clean card will be awarded three credits.

### **In Class Expectations**

*These are our expectations of staff and pupils in lessons.*

- **Teachers** enable pupils to learn by:
  - Building and maintaining positive relationships
  - planning well sequenced lessons
  - setting challenging targets
  - giving regular positive and constructive feedback to pupils
  - listening to everyone
  - speaking respectfully
  - giving every student equal opportunities
  - recognising pupils' efforts and achievements with praise, positives and credits
  - preparing pupils for examinations and tests
  - supporting pupils as they make important decisions about their life
  - Ensuring the *One Voice* rule is established and followed by all
  - Use pre-emptive strategies to avoid low level disruptive behaviour escalating
  - Use the school's C system fairly
- To ensure we are effective learners, we as **pupils** will:
  - respect ourselves and all others in the Academy
  - be good listeners and follow instructions

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- arrive at school and lessons on time ready to work with a positive attitude
- work hard
- bring the correct equipment to every lesson
- comply with the Academy's uniform code
- contribute to the life and community of the Academy.
- Follow the *One Voice* rule in all lessons

**Parents and Carers** of Saint Benedict pupils will:

- Ensure their child attends school, on time, every day
- Support their child as best they can in completing homework
- Provide the correct school uniform for their child, including suitable footwear and PE kit, and all equipment necessary for learning
- Support the school and its staff by reinforcing the school's expectations, routines, policies and standards

Parents are expected to support their children by assisting Academy staff to implement this and all other policies. Parents will receive regular communication on the behaviour, performance and wellbeing of their children.

#### **Responses and consequences for poor behaviour (\* see appendix)**

*Parents will be kept informed and contacted regularly should there be concerns regarding their child's behaviour. In the event of your child being issued with a detention that takes place outside of school hours, you will be notified by phone call, text message, email or in writing.*

In lessons, teachers will use pre-emptive strategies to prevent poor behaviour from escalating.

If behaviour escalates, then teachers will use the school's C system.

If on-call is sent for, the pupil will be removed from the lesson and issued with a detention, that evening until 4pm.

Repeated occasions of poor behaviour will result in a pupil being placed on report.

If a pupil fails the targets on their report, they will be placed in isolation all day and be issued with a new report to a more senior member of staff.

Pupils will be issued with a senior staff detention for repeatedly failing to meet report card targets.

A suspension may be issued for one-off instances of extremely poor behaviour such as fighting or, for repeatedly refusing to follow instructions persistent defiance.

A pupil may be placed in the internal exclusion facility if their behaviour has shown little to no improvement despite other sanctions being issued. Pupils will remain in the internal exclusion facility until they have secured 7 days of positive reports and a meeting has been held with parents, Head of Year and Deputy Headteacher.

We may refer a pupil to the Fresh Start Programme through the Local Authority in order to give them a new start at another school in the city.

The Governors' Behaviour Panel may be convened if there is a pupil at risk of expulsion.

If behaviour from an individual pupil continues to be challenging and there is no positive response to sanctions and/or interventions, they will be referred to Alternative Provision. This may be on-site in our Damascus Centre, off-site at a range of providers or a blend of the two.

We may refer a pupil at significant risk of expulsion to the Fresh Start Plus Programme through the Local Authority.

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Expulsion is a last resort and one we would hope to not have to use. However, the Headteacher and Governors reserve the right to recommend a pupil is permanently excluded from the school.

### **Support for pupils**

Pupils whose behaviour is causing us concern or, who are regularly receiving sanctions for poor behaviour will be provided with intervention and support. This may be to screen for any additional needs, through mentoring or through small group intervention sessions. Information on how best to support pupils whose behaviour is a cause for concern will be shared with all staff.

### **Physical Restraint**

Physical intervention in dealing with extremely challenging behaviour will only be used as a last resort and when all other strategies have failed. It will be used when failure to do so would cause immediate danger to self or others. Parents will always be informed if this has been needed to successfully manage a crisis.

### **Contraband items**

There are several items which are not allowed in school. Items such as chewing gum; aerosol sprays; energy drinks; metal hair combs are expressly forbidden. Large quantities of sweets or food stuff are also forbidden. Contraband items will be confiscated and disposed of.

### **Confiscated Items**

Any item which is confiscated by a member of staff will be handed into the pupil's relevant Year Office, held securely, and may be returned at the end of the day. If this is the second time the student has had an item confiscated, it will be kept for three school days and may be collected at the end of the third school day. If a student has an item confiscated for a third time, the item will be kept securely until a parent or carer can come to the Academy to collect it. Subsequent confiscations may result in more serious sanctions depending on individual circumstances. Items which are most commonly confiscated are Mobile Phones, Hooded Tops and other items of clothing or jewellery which are not permitted in the Academy.

### **Bag and pocket searches**

The Academy reserves the right to conduct searches of all and any pupils' bags, pockets and possessions. This will be done with the pupil and two members of staff present. There is no obligation for the school to inform or seek the consent of parents or carers before a search. Any items which are contraband will be confiscated and parents will be notified.

### **Uniform**

Checks on uniform will be made daily by staff. This will be from the form tutor, the Head of Year or senior staff, campus support or class teachers. If a pupil has any in-correct items of uniform or, they are missing any items, we will, in the first instance, endeavour to loan them the correct item for the duration of the day. If a pupil refuses to wear the loaned items or, we do not have any items to loan, they will be placed in isolation until the uniform infringements have been addressed. Any items of clothing worn by a pupil which are not part of the school uniform will be confiscated by the Year Team and returned to parents if they come to collect it.

### **Allegations of Abuse Against Staff**

All allegations against staff will be treated seriously and other agencies involved as appropriate. In line with the Academy's safeguarding children policy, all concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Head. Complaints about the Head should be reported to the Chair of Governors. Investigations will take place

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according to the Academy's disciplinary protocols will be followed. False allegations against staff will be treated as malicious and considered as attracting a serious disciplinary action at the Head's discretion.

### **CCTV and Photographs of Pupils**

Formal photographs of all pupils will be taken for the Academy record. These will be used by Academy staff for identification purposes only and, save where required by law, will not be divulged to a third party without parental permission. The Academy operates a Closed-Circuit Television system in the buildings and around its grounds, including the public footpath, to prevent crime, monitor and deal with behaviour issues and help secure the safety of children and staff.

Images from CCTV and formal photographs may be used by the Academy to identify pupils and staff in connection with the above but will not be passed to or viewed by a third party who is not an employee without the permission of the parent or the person themselves if a post 16 student or member of staff. The only exception to this is the police in connection with their role as officers of the law, and this is covered by regulation. The use of images by the Academy and/or the police for the purposes noted above may also be applied to a pupil's journey to and from the Academy.

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Section for staff:

<b>Saint Benedict Classroom Management</b>
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Besides building positive relationships, other key factors in ensuring a positive learning environment are consistency. Therefore, all staff will adhere to the following:

1. **All classes must have a seating plan**, which should be established at the beginning of the year.
2. **At the beginning of every lesson the teacher will 'meet and greet' pupils on the door** as they arrive for the lesson, checking and correcting uniform as pupils enter the classroom and making sure pupils are not lingering on corridors. A teacher may be delayed when they move classroom. In this case, pupils will be expected to line up in single file outside the classroom until the teacher arrives. Pupils should remove outdoor clothes and get out all of their necessary equipment including their knowledge book quickly and in silence. A *Do Now* task will be available.
3. **During the lesson** all teachers will enforce the *One Voice* rule. Silence from the class is expected when the teacher is talking.
4. **Teachers will** be positive and use recognition and praise.
5. **All teachers will** use the scripted responses to pre-empt any instances of poor behaviour and use the C system fairly and in accordance with the policy, using the scripted responses.
6. **At the end of the lesson the teacher should again dismiss the class in an orderly fashion.** Students should pack away and stand behind their chairs in silence awaiting dismissal. Staff should always dismiss pupils on the bell and check uniform as the pupils leave and ensure they follow any one-way system in place.
7. **All Tutors and Teachers must ensure all pupils are in correct uniform, including footwear, have the correct equipment, including knowledge books and are punctual to all lessons by moving swiftly between lessons.**

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### **Additional Guidance for Staff**

All staff should ensure that opportunities are taken to make clear and to reinforce the Academy's expectations. Pupils' successes are celebrated, and positive behaviour and work recognised.

All staff take responsibility for the behaviour and appearance of pupils both in lesson and around the Academy. When in the classroom at the start and end of lessons, teachers should take responsibility for the space immediately outside their classroom ensuring that pupils are arriving to lessons and departing in a calm and orderly manner. When moving between lessons, this means ensuring all pupils are wearing their uniform properly and are moving purposefully and punctually to their lessons. It is important that all pupils receive the same clear consistent message from staff.

#### Strategies for classroom staff

- Planning astutely and setting challenging tasks appropriate to needs of all pupils
- Setting and maintaining high expectations of both work and behaviour
- Use of praise and recognition
- Use of a seating plan
- Use of scripted responses
- Movement of pupil to another seat within a classroom
- Movement to another classroom entirely
- Short time spent outside the classroom to enable student to cool off and/or the opportunity for the teacher to have a quiet word
- Centralised detentions – break, lunch, after school.
- Request for on-call

#### Additional strategies for curriculum leaders

- Isolation from the class for a period of time
- Subject report

#### Additional strategies for Year Teams

- Positive report
- Tutor report
- Head of Year report
- Assistant Headteacher report (RSL for the relevant Key Stage)
- Deputy headteacher report
- Headteacher report
- Senior staff detention

#### Additional strategies for Leadership Team

- Internal isolation
- Internal exclusion
- Suspension
- Fresh Start at another school
- Damascus Centre or other appropriate alternative provision
- Governor meeting/panel
- Fresh Start Plus at another school
- Expulsion

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## Appendix 1

**BEHAVIOUR: 3 Cs**

Please would staff familiarise themselves with the C3 strategy, and endeavour to use the wording in italics below

<p><b>Pre-emptive 1</b> Non-verbal or silent cues:</p> <p><i>Eye contact; nod or shake of head; move closer to pupil if giving instruction</i></p>	<p><b>Pre-emptive 2</b> Un-named spoken response:</p> <p><i>"Just waiting for everyone."</i></p>	<p><b>Pre-emptive 3</b> Named, spoken response:</p> <p><i>"Sarah, we listen so we can learn. Thank you."</i></p>
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<b>C1 (CHANCE)</b> <i>"You know our rule...I cannot have you...I need you to..."</i>	<b>C2 (CHOICE)</b> <i>"Do you remember when I gave you...so we know you can...You are going to need to speak to me for 5 minutes at break time."</i>	<b>C3 (CONSEQUENCE)</b> <i>"I understand what you are saying. You may be right. Our rule here is....."</i>
<p>Normal Behaviour Strategies to be used for disruptive behaviour prior to</p> <ul style="list-style-type: none"> <li>• First formal warning given</li> <li>• Improvement = no further action</li> <li>• Log as a negative on SIMS</li> </ul>	<ul style="list-style-type: none"> <li>• Second formal &amp; final warning given</li> <li>• If the issue ends here, teacher to record event on SIMS (Events C2), before 3:15 pm</li> <li>• C2 detention issued</li> <li>• Office to send text message at 3.30 pm</li> <li>• Pastoral Support Assistant (PSA) actions a 30 minute detention letter. All staff to be able to access list on a short cut on desk top.</li> <li>• For department detention DOL and teacher/CPM to be present, and discussion held with DOL and teacher/CPM</li> <li>• If the detention is not completed, PSA will collect the pupil from their P4 lesson the following day in order to repeat the detention</li> <li>• Department report used for pupils who receive 3 x C2s in a half term from the same subject</li> <li>• 5 negatives in a half term = form tutor call home.</li> </ul>	<p>(IF FINAL WARNING IGNORED)</p> <ul style="list-style-type: none"> <li>• "On-call" requested by phone or via On-call app</li> <li>• On call staff take pupil to Opportunities Room (pupil not to be returned to the same lesson)</li> <li>• Teacher to record event on SIMS (Events C3) before 3:15 pm</li> <li>• PSA phone home by 3.30 pm or text sent home by Office Staff</li> <li>• PSA actions C3 Detention letter for 1 hour</li> <li>• PSA contact parents of pupils who receive 1 x C3 in any one half term.</li> <li>• On the occasion of the 2<sup>nd</sup> C3 in that half term, PSA to call home and place on HoY report.</li> <li>• Further C3s will result in Senior staff reports.</li> </ul>

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	<ul style="list-style-type: none"><li>• Form tutor report.</li><li>• Form tutors to speak to pupils the following day after receiving a C2.</li><li>• Form tutor calls home when 2 x C2s are received in a half term.</li><li>• 3 x C2s in a half term – Tutor report.</li></ul>	
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**APPENDIX 2****Suspension from the Academy**

Pupils will be suspended from school for a fixed period of time if there have been any incidents of:

<b>Reason for suspension</b>
Physical assault against pupil
Physical assault against adult
Verbal abuse / threatening behaviour against pupil
Verbal abuse / threatening behaviour against adult
Bullying
Racist abuse
Sexual misconduct
Drug & Alcohol
Damage
Theft
Persistent disruptive behaviour
Use or threat of an offensive weapon or prohibited item
Abuse against sexual orientation and gender identity
Abuse relating to disability
Inappropriate use of social media or online technology
Wilful and repeated transgression of protective measures in place to protect public health

**The Re-admission of Pupils Following a Suspension**

This process and procedures contribute to the commitment that this Academy has made to improving behaviour and reducing suspensions.

A Post Suspension meeting will take place with parents/carers and pupil on return to the Academy.

Parents will be expected to attend with their son/daughter. Pupils will be placed in OR until a parent/carer attends the meeting.

The meeting must take place in the morning of the “return to school date” stated in the Head’s Suspension letter.

No pupil will return to the Academy and proceed straight to tutor time and lessons without an interview.

The purpose of the re – admission meeting is to put in place a mechanism for support that will assist the pupil to improve his/her behaviour.

The meeting will therefore address any outstanding issues, set targets for improvement, identify any additional support required. Post Suspension pro-forma to be completed.

Following a FTE, the pupil will spend the same number of days in Internal Isolation.

**APPENDIX 3****Procedures for the re-admission of pupils who have been subject of a fixed-term Suspension of 5 days or an accumulation of 5 days or more in a term**

In addition to the procedure described in Appendix 3, a member of SLT will also be present.

**APPENDIX 4****Arrangements for Isolation and Internal Exclusion***1 Timothy 4:12*

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The Opportunities Room is a sanction available for pupils who have been removed from lesson by on-call staff for a C3, or as an opportunity for time-out.

Referral for this is following a C3 or by Head of Year, Deputy Head and Head for any other reason.

Learning activities should be provided, preferably linked to the subject area from which the pupil has been removed from. If the student does not arrive at the Opportunities Room with relevant work supplied by their class teacher, relevant subject related work will be set using bank of materials/resources stored within the Opportunities Room.

All staff are emailed each day with a list of pupils who have been given a C2 and/or a C3 and will use this information to target a pupil for discussing/speaking to the following day regarding such incidents. Opportunities Room staff will consult with On-Call Staff/Year Team staff/Director of Learning or other referral staff, to decide on when the student should be returned to normal timetabled lessons for the rest of the day. A student will **not** be returned to the lesson that they have been removed from or to the same teacher, in the case of a double period.

The Opportunities Room will operate under a no-talking policy. Work should be completed in silence and handed in at the end of the session. Non-compliance will lead to further sanctions.

All pupils placed in OR will complete a self-reflection log.

### **Internal Exclusion**

Internal exclusion is a high-level sanction and should be used for pupils who have been referred for this level of sanction by a Head of Year, Deputy Headteacher and/or Head. It is an alternative to an external Suspension and pupils and parents/carers will be informed of this prior to the period of internal exclusion. Work is provided for pupils to work independently and where possible they will complete work relevant to that which they are missing whilst in the internal exclusion room. Department staff should be contacted with a request for suitable work. Alternative work may need to be supplied within the Internal Exclusion facility if work is unavailable.

A strict code of conduct will apply in internal exclusion. A copy of the code of conduct will be given to pupils at the start of the day.

Pupils will be brought to the internal exclusion room by a member of their Year team – Head of Year or Pastoral Support Assistant. On arrival the student will be given a copy of a self-reflection log to complete. They will be asked what they want for lunch (cold lunch) which will be ordered and delivered to the room and payment made to the canteen.

Pupils will remain in this setting for a minimum of 7 consecutive school days.

### **Behaviour Support**

At the discretion of the Head of Year and Senior Leadership a programme of behaviour support is available for those pupils who require additional intervention strategies to help pupils modify their behaviour. This is available through a variety of delivery methods including 1-1 support in lessons, individual support meetings, small group work sessions.

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## APPENDIX 5

### Expectation Card

Strike 1			Strike 2			Strike 3		
Uniform	Shirt		Uniform	Shirt		Uniform	Shirt	
	Tie			Tie			Tie	
	Skirt/Trousers			Skirt/Trousers			Skirt/Trousers	
	Accessories			Accessories			Accessories	
	Blazer/Coat			Blazer/Coat			Blazer/Coat	
Behaviour	Movement		Behaviour	Movement		Behaviour	Movement	
	Contact			Contact			Contact	
	Attitude			Attitude			Attitude	
	Language			Language			Language	
	Litter			Litter			Litter	
Date	Initial		Date	Initial		Date	Initial	

#### Role of Form Tutor

- Track negatives for those in your form.
- 5 negatives in 1 half term = Form Tutor report and telephone call home.
- Respond to C2s. Day after a C2 is issued, talk directly to the child.
- 2 x C2s in 1 half term = Form Tutor report and telephone call home.
- Maximum of 2 x occasions in any one year for a pupil to be on Form Tutor report.
- If a pupil fails tutor report – escalates to HoY report.
- Form Tutor logs all calls made home and logs all pupils on Form Tutor report.

#### Head of Year

- Track negatives
- Identify patterns and trends in negatives
- Speak to DoL/subject teacher if an issue is identified and DoL to manage (eg subject report).
- Monitor C2s and tutor reports etc.
- When pupil is issued with a C3, talk to them the next day. Ensure PSA calls home
- 2 x C3s in any 1 half term, HoY calls home and pupil is placed on HoY report
- If a pupil fails a HoY report, parents are called in for a meeting. Senior staff detention and 2<sup>nd</sup> HoY report issued
- If a pupil fails the 2<sup>nd</sup> HoY report, parents meet with HoY and are placed on Senior Leader report and 1 day in the Opportunities Room
- Maximum of x 2 occasions in 1 year for HoY report
- If a pupil passes the DoH report, follow up with a positive report to PSA
- Log all communication with home, meetings and reports
- If in 2 weeks following a suspension a pupil receives a C2/C3, they will immediately go on to HoY report
- First suspension – HoY and PSA to hold a return meeting
- Subsequent or, those of 5 days or more, Deputy Head and HoY to hold a return meeting

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### Senior Staff

- Senior Staff report
- Senior Staff detention – 2 Senior Staff Detentions (SSD) in 1 half term = Senior Staff report
- Repeat offenders will be given group or, one to one support during SSD time by a PSA
- Failed Senior Staff report = Parental meeting, 2 days in OR, removal from break/lunch circulation x 2 weeks
- 2 x Suspensions = Governor behaviour panel with parents, Deputy, HoY etc to decide the next steps

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