



Behaviour for Learning Policy

Date of Policy	June 2024
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Date approved by Headteacher	June 2025
Review date	June 2026

Saint Benedict is a Catholic school. Our mission is to work in partnership with parents and carers to provide a great Catholic education for all our young people.

Our mission statement is:

‘Be who God meant you to be and you will set the world on fire’ (Saint Catherine of Sienna)

Our underpinning values are:

LOVE	As we know we are loved by God, we will learn to love ourselves and care for our own body, mind and soul. We will show love to one another by being patient and kind, not by being rude, boastful or proud. As one body in Christ, we will ensure that no member of our community is left out or left behind.
BELIEF	We will encourage one another and build each other up. We will let our light shine, making the world a better place for all
KNOWLEDGE	We will value knowledge: intelligent hearts acquire knowledge, the ears of the wise seek knowledge.
INTEGRITY	We will always strive to make the right choice even when this is the harder path to take. We will live and work sustainably.

Our mission statement has been embedded across our school community and permeate all areas of school life. This policy is to complement our vision and values

AS WE KNOW WE ARE LOVED BY GOD,
WE WILL LEARN TO LOVE OURSELVES
AND CARE FOR OUR OWN BODY, MIND AND SOUL

SONG OF SOLOMON 4:7



Statement of Intent

At Saint Benedict, 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. We aspire for our young people to become 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.'



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1. Aims

This policy aims to:

- To contribute to the creation of a School community which is safe, purposeful, friendly, enabling our students to be who God meant them to be
- To help students to grow into responsible, self-disciplined adults who show respect for others regardless of status.
- To effectively manage student behaviour by encouraging a whole-School approach to behaviour management clearly understood by students, parents and staff.
- Students to be informed of the required standards through the School's Value system and behaviour curriculum
- To promote the concept of 'representing the School', in defining appropriate behaviour both inside and outside School.
- To take appropriate and, if necessary, firm measures to reduce inappropriate behaviour including truancy, bullying, racial & sexual harassment, assault upon other members of the School community and defiant and wilful disregard for the standards required by the Academy.
- To take such effective steps as are practicable to give additional support to students experiencing problems, whether through additional behaviour management, SEND testing, bespoke timetables, as appropriate for the child.
- To act in matters of behaviour management at all times according to statutory requirements and within a clear structure of procedures which ensure fairness of treatment and proportionality of sanctions.
- To recognise the rights and responsibilities of parents in dealing with disciplinary issues.
- To make clear our expectations to staff, pupils and parents. By sending a child to Saint Benedict parents are signing up to adhere to our behaviour policies and procedures as is the case with all of our policies.
- To ensure that the School's procedures for disciplining students and managing behaviour are fair and equitable to all students.
- To publicly promote good personal and community relations and opposition to discrimination in any form.
- To outline our systems of rewards and sanctions.



2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

SRSCMAT Behaviour Policy

[Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[What academies and further education colleges must or should publish online - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



3. Definitions

Positive behaviours are defined as:

- Following school rules
- Making valid contributions to the classroom environment and school life
- Engaging in learning and trying your best
- Helping others and being kind

Negative behaviours are defined as:

- Breaking school rules
- Disruption to learning
- Unsafe behaviour before/after school or at break and lunchtimes
- Rudeness
- Refusal to follow instructions
- Incorrect uniform
- Poor attitude

Serious Negative Behaviours are defined as:

- Repeated disruption to learning
- Repeated breaking of school rules
- Any form of bullying
- Any sexual behaviour that causes humiliation, pain, fear or intimidation, including sharing of images
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These included, but are not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs or associated paraphernalia
 - Stolen items
 - Tobacco and cigarette papers, associated paraphernalia or vapes
 - Fireworks
 - Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



Representing the school is defined as;

- During school operating times
- Before and after-school where pupils are making their way to or from our care. For example but not restricted to those walking home or using public transport
- When pupils are wearing our school uniform
- Residential, while representing school sports or other teams & while on school trips.

Saint Benedict will reserve the right to apply behaviour and reward sanctions in any of the above or other situations that we feel a pupil is representing our school.

Bullying

There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).

Bullying can be:

- physical (hitting, kicking, theft)
- teasing
- making threats
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

At Saint Benedict we do not accept bullying in any form. Any instances of bullying will be dealt with as a disciplinary matter. Saint Benedict Anti-Bullying policy can be found on the school website.



4. Roles and Responsibilities

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff, pupils and parents

Staff, students and parents are expected to read and commit to the Home School Agreement (see Appendix 1)

Students are expected to take responsibility for their own behaviour and understand how to live out our values

All staff are responsible for ensuring policies and procedures are followed consistently and fairly

All staff are responsible for keeping accurate records of incidents on Arbor/CPOMs

Year and Safeguarding teams are responsible for ensuring incidents are thoroughly investigated and relevant witness statements are taken

Teachers, tutors, Heads of Department and Year Teams are responsible for monitoring behaviour and taking necessary actions and communication as required

Parents are expected to take responsibility for the behaviour of their child both in and out of school.

Parents are expected to send their child in, on time, every day, in correct uniform and equipped to learn

Parents are expected to work in partnership with the school to maintain high standards and uphold school policy

Parents will have the opportunity to raise any issues or concerns with their child's tutor, in the first instance. Parents are expected to follow the communication policy (see Appendix 3).



5. The Behaviour Curriculum

BEHAVIOUR CULTURE				
Our Values	LOVE	KNOWLEDGE	INTEGRITY	BELIEF
Aim of the Behaviour Curriculum	Successful relationships are underpinned by the positive ethos promoted in the academy culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of excellent behaviour; for learning, for community and for life. We aim to build a community which values love, knowledge, integrity and belief, both in God and in ourselves and each other. We promote both personal and corporate responsibility; upholding each other and being responsible for the consequences of our own actions. We value the diversity in our academy and encourage students to celebrate with each other. Through taking on challenges and striving to be the best version of ourselves, we believe every member of our community can make a difference. “Be who God meant you to be and you will set the world on fire” Saint Catherine of Siena.			

MODELLING THE CULTURE		
Teaching the curriculum	Good behaviour is explicitly taught and regularly revised to ensure all students understand what is expected of them The curriculum is taught explicitly during the first week of the Autumn term and revisited during an extended tutor time after every school holiday. This is also visited within curriculum areas such as Personal Development. Behaviour lessons are run throughout the first term for students whose behaviour is falling below expectations.	Processes for teaching behaviour: • IDENTIFY the behaviour we expect • Explicitly TEACH behaviour • MODEL the behaviour we are expecting • PRACTISE behaviour • NOTICE excellent behaviour • CREATE conditions for excellent behaviour



	Regular behaviour interventions are run for students that need further reminders. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content	
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MAINTAINING THE CULTURE		
There are three over-arching behaviour principles		
Be Safe	Be Ready	Be Respectful
We follow instructions -first time, every time We do not tolerate bullying of any kind We walk sensibly around our school We know who to go to for help and support We stay safe online and outside school We use equipment safely	We arrive at school on time, every time We get to lessons on time We wear the correct uniform with pride We make sure we have the right equipment for the day We participate fully in lessons	We always listen when an adult is talking We always listen to pupils in our class giving ideas and feedback We are polite and show good manners to everyone Treat every single member of the school community with care and respect and know we are all equal We look after our equipment and environment, never dropping litter or causing damage We respect the law and the rules of school and society
While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' needs.		
SEND	INCLUSIVE ATTENDANCE	INTERVENTIONS
Students can be referred to the SEND team by any member of	Our year teams work closely with families to break down the barriers to attendance.	We run a range of interventions that enable young people to



staff that identifies a potential need. Multi-disciplinary meetings are held each week to identify next steps for students that may need additional support or intervention. We follow a graduated response to SEND. Our SEND provision offers support to individuals according to need. This is reviewed regularly.	Regular home visits ensure families are supported. Our Alternative Provision and bespoke pathways ensure that every child is able to access education.	better engage with their learning and life. Zones of regulation Thrive Attachment ELSA Mentoring Starving the Anxiety Gremlin
Our curriculum comprises of enriching activities and experiences that provide a full range of opportunities for every student: Assemblies, Liturgical Prayer, Mass, Saint Benedict Day, reading buddies, Chaplaincy Team Trips and visits: theatre, museums, France, Belgium, Lourdes, residentials, Beyond the Classroom: study club, sports clubs, performing arts and shows, multi-faith prayer room		

Our students will be taught and know the following expectations and routines		
Manners and respect	Uniform	Assemblies and Liturgical prayers
Always say 'please' and 'Thank you' Hold the door open for others Say hello when passing an adult Make eye contact and stand up straight when spoken to Answer in full sentences Answer politely, without arguing	Wear the correct year group tie Wear smart school shoes (no trainers) Keep your shirt tucked in Wear your blazer, unless permission given to remove it Only wear natural looking makeup, no nail varnish or fake nails, one flat ring and one earring per ear	Enter and wait in respectful silence Sit with your form group in allocated seat Listen attentively, respond when expected Sing the year group hymn with vigour



If late to lesson, knock, wait and apologise before entering		Participate in acts of worship and support each other in their faith journey
Moving around school	Break and Lunch time	Attendance and Punctuality
Wait to be dismissed row by row from lesson.	Queue sensibly for food – do not push or jump the queue	Know that you must try to attend school every day
Follow one-way systems ensure everyone's safety.	Say please and thank you to staff serving food	Know that you must try to arrive at school on time every day
Walk and keep to the left.	Know your designated area and stay in it – do not wander the corridors or go out of bounds	Know that attending school on time every day is important so that you don't miss important learning
Walk briskly between lessons, using the most direct route– you must be in your seat within 6 minutes (this is a maximum, not a goal).	Use the bathroom facilities at the designated times	If out of lesson, for any reason, know that you need a note – show this without argument
Know that we keep ourselves and each other safe by keeping our hands to ourselves – no physical contact.	Eat food in designated areas.	
No running except in designated areas.		
Put litter in the bin.		
Engaging in Lessons	Health and Safety	Homework
S – straight to my lesson, sit in the correct seat, start work.	Phones must not be seen or heard from arrival on school site until 3pm	Know that homework is a key part of the curriculum.
O – One Voice	Items such as chewing gum, aerosols, fizzy drinks, vapes, metal hair combs are banned and will be confiscated if found.	Log on to Satchel One every day
A – ask and answer; be curious and engaged	Be silent during a fire alarm or lockdown so staff can hear on radios and evacuate the building safely and quickly.	Complete homework before the due date and raise any issues with the teacher before the deadline
R – respect everyone; don't shout out or disrupt	Remove all jewelry during PE/dance/drama.	If you missed a lesson, ask the teacher what you missed and do your best to catch up.
Write and underline the date and title.		Attend study club if you struggle to find a quiet place at home to work.
Use your neatest hand writing.		



Know that going to the toilet during a lesson (unless for medical reasons) or filling up a water bottle is a waste of learning time – do not ask unless in an emergency. Use break/lunch time to use the toilet /fill water bottles.	Understand and adhere to fire and lockdown procedures. Have a valid corridor pass if out of lesson.	
Behaviour outside of school	Catholic Life and Mission	Safeguarding
Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully Know that we should be considerate of other people arriving and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings – do not post anything on social media or chats that are unkind. Know that sitting down and behaving sensibly on buses keeps everyone safe – report any unsafe or unkind behaviour.	Know that we are called to serve the world and share the Good News. Know that there are other people in need and causes to support. Know the year group charity and why it is a worthy cause to support. Be involved in raising money for causes.	Speak to a trusted adult about any issues I am experiencing that may affect my work or behaviour at an appropriate time. Report any incidents to the Year Office or trusted adult. Know how to submit an anonymous bullying incident online (QR code). Understand Safeguarding issues, such as consent and online-safety.



Adults will model expected behaviours through	
Unconditional positive regard	Using students names Saying please and thank you Restorative conversations – help students understand the impact of their actions and how they can make better decisions Provide a broad and balanced curriculum that caters for all children (including when delivered remotely) Help and encourage each student to reach their full potential
Praise and reward	Narrating the positives. Giving Praise Tickets for ongoing effort. Positive phone calls home. Provide opportunities for enrichment and cultural capital that develop the whole child.
Enabling Progress	Giving regular positive and constructive feedback to pupils Planning well sequenced lessons Setting challenging targets Using pre-emptive strategies to avoid low level disruptive behaviour escalating Use the school's C system fairly and in line with policy
Communicating clearly	Reminding students of expectations and support available. Speaking with students about their behaviour. Promote high standards of behaviour, and outline clear expectations in our behaviour policy. Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent/carer, and respond to any concerns from your child or parents/carers. Set homework that supports the delivery of the curriculum. Ensure that homework is acknowledged and success is celebrated. Monitor and update on your child's progress at parent meetings and in written reports 3 times a year.
Checking policies are being followed	Read and understand policies.



	Tutors check uniform each day in form, year office to lend item and contact home when required. Challenge issues with dignity and respect.
Providing key information to parents and students	Link to Early Help Office on website Link to graduated response on website Family support by pastoral teams and the Educational Welfare Officer.
Support safety and wellbeing	Provide a safe a caring environment. Provide opportunities to look after our world and promote social and emotional wellbeing Be on duty from the start to the end of break/lunch Meet and Greet students positively at the classroom door and monitor the corridor Use seating plans to ensure students get the most from the lesson and can access support when required. Dismiss classes row by row. Not allow students out of class without a corridor pass and good reason. Use First Aid/On-call/Ben_missing/Safeguarding to alert the appropriate team of an issue. Search students where there is a suspicion of bringing contraband and/or prohibited items onsite (in accordance with Searches protocol). Log and follow up Safeguarding concerns. 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.
Use of sanctions and alternative pathways	Sanctions will be applied fairly, proportionately and consistently. Contact home to update on ongoing investigations and outcomes. Provide bespoke and alternative pathways, where appropriate, to best meet the needs of the individual.



Embedding the Curriculum

Our curriculum is designed to ensure students revisit expectations and are celebrated throughout the year.

	Autumn 1	Autum 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and routine	Y7 Induction week Extended tutor time Assemblies Behaviour Lessons Praise shop	Extended tutor time Assemblies Behaviour Lessons Praise shop Year group reward event	Extended tutor time Assemblies Behaviour Interventions Praise shop	Extended tutor time Assemblies Behaviour Interventions Praise shop Praise shop Year group reward event	Extended tutor time Assemblies Behaviour Interventions Praise shop	Extended tutor time Assemblies Behaviour Interventions Praise shop Praise shop Year group reward event
Catholic life	Liturgical prayer	Liturgical prayer Catholic Social Teaching Week	Liturgical prayer	Liturgical prayer	Liturgical prayer	Liturgical prayer
Safeguarding curriculum		Anti-bullying week	Internet Safety Day	Mental Health Week		Transition
Wider Community		Youth Major elections	Trip to Lourdes			Athletic Day City Sports Saint Benedict day



Reinforcing the Behaviour Curriculum

At Saint Benedict, we believe that positive reinforcement and rewards are vital for students to succeed.

We believe consequences are vital to help teach students the right way to behave. We do these out of love and a belief that all students are capable of meeting expectations and succeeding. Alongside consequences there will always be an opportunity to discuss what went wrong and restore the relationship.

Rewards	Sanctions
Positive points Praise tickets and reward shop Reward breakfasts Reward events and trips Commendations Certificates Senior Staff meeting eg. Hot Chocolate Friday Shout outs Praise letters Postcard home Positive phone call	Negative points C system (see appendix for details) Reports (subject, tutor, PSA, Head of Year, Senior Staff) Late detentions (lunch time) Time Out (lunch time detention) After School Detentions* Isolation Seclusion (placement in isolation at another school) Suspension Governor panel Referral for Fresh Start or Fresh Start PLUS at another school Alternative Provision Permanent Exclusion**

*After school detentions run from 3:05-4:05pm on Tuesdays, Wednesdays and Thursdays. There is a free late bus that leaves site at 4:20pm

**Permanent Exclusion 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.

6. Mobile Phones

At Saint Benedict, we believe mobile phones cause a distraction to learning.

Mobile phones must not be seen or heard from arriving on school site until 3pm. While pupils may bring them to school, they must be off and, in their bags, not kept in their blazer pocket. Phones must not be used as watches; there are clocks around the school and pupils are able to wear a wrist watch (smart watches are not permitted under any circumstance).

Parents must not call their child during the school day as this tempts pupils to check their phones. Should parents need to contact their child, they should phone the school office. Should a pupil need to contact home, they should ask at the year office and this will be facilitated if required. Parents should not phone or message their child's mobile as this encourages them to check their phones, which is not allowed. This may also cause them stress or distress that can be avoided until home time.



7. Contraband and Prohibited items

There are several items which considered contraband and are not allowed in school. Items such as chewing gum; aerosol sprays; energy/fizzy drinks; metal hair combs are expressly forbidden. Large quantities of sweets or food stuff (to sell) are also forbidden. Contraband items will be confiscated and disposed of at the teacher's discretion.

Prohibited items will be confiscated and destroyed and may result in serious sanctions:

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs or associated paraphernalia
- Stolen items
- Tobacco and cigarette papers, associated paraphernalia or vapes
- Fireworks
- Pornographic images
- Anything that has been, or is likely to be, used to cause injury or commit an offence

If students are found with a vape, in the first instance we will educate on risk with resource pack and conversation with Safeguarding Team. Further instances may lead to suspension.

8. Confiscated Items

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.

Offence	Action
1 st offence	Item confiscated, kept safely in year office or cabin. Pupil to collect at the end of the day.
2 nd offence	Item confiscated, kept safely in year office or cabin. Parent/carer contacted. Pupil to collect at the end of day 3 (weekends are not included in the day count).
3 rd offence	Item confiscated, kept safely in year office or cabin. Parent/carer contacted. Parent to collect at the end of day 3 (weekends are not included in the day count).
Further offences	Parent meeting. Possible seclusion or suspension for persistent disruptive behaviour.



9. Bag and pocket searches

At Saint Benedict, we expect everyone to take personal responsibility and keep themselves and others safe. There are occasions when we suspect this is not the case.

If pupils are suspected of being in possession of any of the above Saint Benedict will exercise its powers to search pupils in accordance with Searching, screening and confiscation in schools - GOV.UK (www.gov.uk) advice set out by the Department for Education (DfE). A member of staff may use a metal detector to assist with the search. The powers to search outlined does not enable staff to conduct a strip search. 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' 'prohibited' or 'confiscated items' will be dealt with in accordance with the sections above and parents will be notified. If a student refuses to be searched, they will be placed in isolation until the search takes place.

During a search, students may be asked to remove their blazer, jumper, shoes and tie. They may be asked to shake out loose clothing and/or pat themselves down to demonstrate there is nothing hidden.

10. Uniform

At Saint Benedict, we expect students to always wear their uniform correctly. The uniform gives us a sense of purpose and a team identity. We want all students to be proud to belong to Saint Benedict.

Checks on uniform will be made daily by staff. This will be from the form tutor, Pastoral Support Assistant the Head of Year or senior staff, campus support or class teachers. If a pupil has any incorrect 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, they will be placed in isolation until the uniform infringements have been addressed. If a pupil arrives in the incorrect uniform and we are unable to loan required items, they may be sent home to change. The student should return to school as quickly as possible with the correct uniform. 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.

11. Use of Toilets

At Saint Benedict, we expect everyone to be able to use the toilets safely and with dignity.

To ensure toilets are a safe environment for all:

- Students will queue for the toilet outside of the hand washing area - cubicles will be numbered and duty staff will direct students to available cubicles.
- Students will go in when staff indicate which toilet is available
- Use the toilet cubicle for normal toilet activities, with only one person in a cubicle
- Leave the toilet area immediately after hand washing

If students are found together in a cubicle all students will be searched (see searches for details). If students are found together subsequent times, breaks and lunches will be removed for a week.



12. Truancy

At Saint Benedict, we expect all students to be in every lesson on time, ready to learn.

If a student is not in a lesson within 10 minutes, a 'missing student' alert will be sent to pastoral support and staff will look for the student and escort them to their lesson. This will be logged as truancy and will result in a detention. Should a student run away from being escorted to lesson, this may result in a further sanction.

13. Category A Words and Gestures

At Saint Benedict, we expect everyone to be treated with dignity and respect.

There is an agreed list of words and gestures that are not accepted at Saint Benedict. All students receive Personal Development lessons and curriculum time into the teaching of such words and why they are unacceptable. If, following this, a student uses one of these, we will, in the first instance, re-educate about where the word/gesture comes from and why it is offensive. Further uses of these words/gestures will lead to sanctions. The list of category A words is available on request.

14. Behaviour around site

At Saint Benedict, we expect all students to always behave well. When travelling between lessons and at unstructured times (before/after school, break, lunch) students must adhere to the school rules, expressly:

- Follow one way systems – pay attention to no entry signs and doors
- No physical contact with other students

Any instance of fighting or encouraging a fight will be dealt with seriously. Students must not run towards a fight or in any way involve themselves in an altercation. Students must not film fights. Any of these actions will lead to consequences.

15. Behaviour on Buses

At Saint Benedict, we expect all students to always behave well. When a pupil is wearing a Saint Benedict uniform, they represent the school.

To ensure all students and drivers are safe, students are expected to behave appropriately on the bus. Buses have CCTV. Students must be seated where possible.

We will investigate any instances of poor behaviour. This may lead to sanctions and a bus ban (either temporary or permanent). Should a student be banned from the bus, it is the responsibility of parents/carers to find an alternative way to get to school.

All instances of poor behaviour should be reported as soon as possible to the year office or Safeguarding.

In a bid to keep everyone safe despite growing numbers on the buses, there is a seating arrangement as follows:

For single decker buses:



Years 7, 12 and 13 sit at the front of the bus
Years 9, 10 and 11 sit at the back of the bus

For double decker buses:

Years 7, 12 and 13 sit at the bottom of the bus
Years 9, 10 and 11 sit at the top of the bus

Posters will be displayed on buses, with the year group colour identified.

Bus drivers will be aware and will enforce this, where possible.

Staff on bus duty will enforce this. Students refusing to sit in the correct area may be removed from the bus and have to find alternative transport home

16. Social Media

It is the responsibility of parents to deal with any issues on social media that occur outside of school hours, weekends or during the holidays. This will not be dealt with in school. Parents/carers are recommended to ensure students are only using age-appropriate apps and social media platforms. When issues do occur, we recommend parents/carers take screenshots before deleting messages/pictures/apps and that these are shared with the police if appropriate.

The year team will investigate and deal with any behaviour that occurs in school or on the school bus. If parents/carers want to share screenshots with us to provide context to behaviours in school, we will take this into account, but they will not be investigated or dealt with by school.

17. 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.

18. 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 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.

19. 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. CCTV will not be shared with parents where any other pupil is identifiable.



Appendix 1 – C System

	Given for	Actions and consequence	Communication
C1 CHANCE	Disruption to learning following staff's normal behaviour management strategies	Log on Arbor	Tutor notified on Arbor
C2 CHOICE	Continued disruption to learning following a C1.	Log on Arbor Time out at lunch the following day.	Conversation with tutor and/or HoY Parents/carers informed Tutor and HoY notified on Arbor
C3 CHANGE	Continued disruption to learning following a C2 Or For dangerous or abusive behaviour that requires immediate removal from the classroom (in which case a C3 may be given without a C1/C2)	Log on Arbor Removal from lesson until the end of lesson AND a restorative conversation with a member of staff. After school detention the following day (or next available session) in Isolation.	Conversation with tutor and/or HoY Parents/carers informed Tutor and HoY notified on Arbor



Appendix 3 - Sanctions

The following is a list of example negative behaviours and associated sanctions. This is a not an exhaustive list.

All instances are considered on an individual basis. Adaptations to sanctions may be made due to individual circumstances. This is at the discretion of the Deputy Headteachers and Headteacher.

Negative Behaviour	Sanction
C2 Truancy Refusing to borrow PE kit Rudeness to Staff Refusal to follow instructions Out of bounds Minor vandalism Incomplete homework	Time Out following lunch time Restorative conversation with year team
C3 Failure to attend Time Out or lunch detention	After School Detention
Repeated C2/C3 Repeated negative behaviours Failed report Dangerous behaviour	Isolation or Seclusion
Fighting Walking out of Isolation Refusal to attend Isolation Swearing at staff Persistent Disruptive Behaviour Running away from staff when being escorted to lesson Refusing to hand over item for confiscation	Suspension
Purposeful littering Damage / Vandalism	Community Service eg. Litter picking



Appendix 3 – Home School Agreement

	School staff will:	Students will:	Parent/carers will:
Love	Support students' wellbeing and safety by providing a safe, supportive and caring environment	Speak to a trusted adult about any issues I am experiencing that may affect my work or behaviour at an appropriate time	Make sure communication with the school is respectful, whether in person, by phone or email, and that I make every reasonable effort to address my communications to the appropriate member of staff
	Follow policy and challenge any issues with respect and dignity	Treat every single member of the school community with care and respect	Understand that I should communicate with staff during school hours, and although they may at times respond outside of those hours, I can't always expect that they will
Belief	Offer opportunities for acts of faith and to uphold the Catholic ethos	Participate in acts of worship and support each other in their faith journey	Support the Catholic ethos of the school and encourage my child to respect others' beliefs
	Provide opportunities for enrichment and cultural capital that develop the whole child	Engage with enrichment activities and use the late bus appropriately	Support my child accessing enrichment activities
	Provide opportunities to look after our world and promote social and emotional wellbeing	Look after school equipment, and show respect for the school environment and local community	Encourage my child to look after our world and have respect for their environment
	Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent/carer, and respond to any concerns from your child or parents/carers	Be on time to lessons and be in designated areas to ensure everyone is kept safe at all times	Make sure my child attends school regularly and on time. I will notify the school if my child will be absent
	Support students to dress smartly and understand the purpose of uniform	Wear the correct school uniform at all times, seeking help to correct uniform is needed	Make sure my child is dressed in the correct uniform and brings the necessary equipment to school
Integrity			

**Knowledge**

Promote high standards of behaviour, and outline clear expectations in our behaviour policy	Take responsibility for own decisions, equipment, actions and words eg. pack bag the night before, good behaviour on the buses	Support the school to make sure my child maintains a consistently high standard of behaviour by reinforcing policies and routines
Provide a broad and balanced curriculum that caters for all children (including when delivered remotely)	Arrive at school and my lessons every day (unless an authorised reason) on time and ready to learn, with all necessary equipment and Knowledge Books	Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
Set homework that supports the delivery of the curriculum. Ensure that homework is acknowledged and success is celebrated	Do my homework on time and raise any issues with my teachers before the due date	Make sure that my child completes their homework on time and raises any issues with their teachers



Appendix 4 – Letter regarding behaviour on buses

Dear Parents and Carers,

Expectations of behaviour and conduct when using the school buses

I write to you following a recent bout of poor – and in some cases, dangerous - behaviour from some pupils using the school buses. Any disturbance on a bus is a safety hazard.

Pupils are expected to observe the same high standards of behaviour on their journey to and from school and to obey proper instructions from the bus driver. Saint Benedict Catholic Academy reserves the right to manage those pupils who behave badly or dangerously on school buses.

Recent behaviours on some school buses include shouting, running about the bus and up and down the stairs, fighting and intimidation as well as reports of vaping and the use of foul language. These concerns are being reported by parents, drivers, members of the public and from pupils. Misbehaviour by pupils on any school bus not only jeopardizes individual safety of pupils but also the safety of the bus as a whole as it takes away from the driver's concentration of focusing on the road.

All pupils who attend Saint Benedict can use the school bus service to travel to and from school, including use of the free, late bus. However, we expect those who make use of this service to conduct themselves in a respectable and courteous way.

I would be grateful if you could remind your child of the expectations regarding behaviour on school buses.

- Always behave appropriately on the bus.
- Be polite and pleasant to the bus driver and all other passengers.
- Always sit down on a seat where possible.
- Do not stand near to the bus driver.
- Report any problems relating to poor behaviour to their Head of Year or Form Tutor.

I know the vast majority of our pupils understand this and always follow our expectations; I thank those pupils for their cooperation. I also know, however, that on some buses a small number of pupils are spoiling the journey to/ from school with their inappropriate behaviour. Pupils should be reminded that all the buses have CCTV cameras and drivers are reporting names of pupils who are misbehaving to school. All allegations of poor behaviour will be investigated, and actions will be taken against those pupils whose behaviour is unacceptable.

For pupils identified as exhibiting poor behaviour on school buses sanctions will escalate as follows:

- 1st time – an after-school detention will be issued and a bus warning letter sent to parents/carers outlining our concerns.
- 2nd time – a ban from using the school buses lasting between five school days and/or until the end of half term will be issued.



- 3rd time – a 30 day ban from using the school buses will be issued
- 4th time – Student(s) will be banned for the rest of the academic year or at least 60 days. In serious cases this will be a permanent school bus ban.

Please note the above sanctions will be escalated more rapidly for serious incidents.

If a student is banned from the school bus, an alternative way of travelling to/ from school must be arranged by parents or carers. We appreciate this will be an inconvenience for those affected but all pupils must be able to travel to and from school safely, every day.

It is important that all pupils who use the school buses understand our expectations. We are confident the above sanctions will only be a concern for a very small number of pupils whose persistent poor behaviour is spoiling the journey for the majority.

Thank you for your support in this matter and for taking the time to outline our expectations with your child.

Hazel Boyce

Headteacher